DOCUMENT RESUME

ED 081 553 56 RC 007 264

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TITLE Evaluation Report of the San Marcos Independent School District's Bilingual Education Program.
INSTITUTION San Marcos Independent School District, Tex.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.
PUB DATE 73
GRANT OEG-0-9-530014-3480(280)
NOTE 101p.; Oversized pages, actual page count 82

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Attitudes; *Bilingual Education; Dropouts; *Elementary Grades; English (Second Language); Language Development; *Mexican Americans; *Program Evaluation; Rating Scales; Reading; Self Concept; *Tables (Data)
IDENTIFIERS San Marcos; *Texas

ABSTRACT

The San Marcos Independent School District's Bilingual Education Program for 1972-73 was evaluated in this report. The program consisted of 684 students in grades K-5 in 4 elementary schools. The majority of these students were Mexican American with only 18% monolingual English speakers. The program's objectives were, first, to provide bilingual education for pupils who have limited English speaking ability and, second, to give English speakers the opportunity to become bilingual and to broaden their outlook and understanding of other people. The Peabody Picture Vocabulary Test, in both English and Spanish, was administered to students in grades K-1 in September and again in March. The Metropolitan Readiness Test, Form A, was also given in kindergarten while the Metropolitan Achievement Test was given in grades 1-5. Also used was the Inter-Americana Spanish reading test, the Prueba de Lectura. Educational achievement for the students improved to some extent throughout the year. Tabular data covered teachers, schools, and pupils; dropouts; results of the Peabody Picture Vocabulary Test, the Metropolitan Achievement Test, and the Pruebra de Lectura and inferred Self-Concept Judgment Scale results. The appendix gives the Spanish versions of the Peabody Test. (For related document, see RC 007 265.) (NQ)

ED 081553

EVALUATION REPORT

OF THE

SAN MARCOS INDEPENDENT SCHOOL DISTRICT'S

BILINGUAL EDUCATION PROGRAM

(San Marcos is a member of the Consortium comprised by Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University.)

1972-1973

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Submitted To:

Mr. René González
Project Director

and

The U. S. Office of Education as a report of the fourth year's progress, under the provisions of the Title VII of P.L. 89-10, as amended.

Grant # OEG-0-9-530014-3480 (280)

by

Dr. Helene W. Harrison
Internal Evaluator

RC007264

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SAN MARCOS EVALUATION REPORT

Although this program comprises two public school districts, Harlandale and San Marcos, and a university, Southwest Texas State University, separate evaluations are being performed for the two school districts this year in accordance with the changed U.S.O.E. directive. Therefore, this report deals only with the Bilingual Education Program of San Marcos Independent School District. There the program is primarily designed to provide bilingual education for pupils in grades K-5 who have limited English-speaking ability. However, due to parental requests, approximately 18% monolingual English-speakers have been accepted into the program. The objectives for Mexican-American children in the program are these: (1) to reduce their educational deficit by instructing them in Spanish while their command of English is being developed; (2) to enhance their understanding and cognitive development in both languages; (3) to give them the advantage of becoming literate in both languages; (4) to instill in them knowledge of and pride in their bicultural heritage. Objectives for Anglo-American children in the program are these: (1) to give them the opportunity to become bilingual and literate in two languages and (2) by introducing them to another language and another culture, broaden their outlook and enhance their understanding of other peoples.

The project, during 1972-1973, involves (1) development of and revision of curriculum materials for bilingual classes, (2) bilingual instruction in grades K-5, (3) pre-service and in-service training of bilingual teachers and aides, (4) supervision of bilingual student teachers and student interns in the program, (5) greater involvement of parents of bilingual children in the education of their children, (6) increased public

support for bilingual education within the communities, and (7) coordination of the cooperative efforts of two school districts and a teacher-training institution (Harlandale Independent School District, San Marcos Independent School District, and Southwest Texas State University.)

In the twenty-five classrooms involved with the program, there are 684 children enrolled in grades K-5 in the four elementary schools of the district. (See Table I.) Eighty-two percent of these children have Spanish-surnames. However, 10% of the pupils in grades 3-5 and 28% of the pupils in grades K-2 are not Mexican-American. These children are scattered throughout 75% of the bilingual classrooms. That a majority of the Spanish-surnamed children speak Spanish as the dominant home language has been established by questionnaires completed by parents in all previous years of the program.

The project is managed by a director and an evaluator from Southwest Texas State University, a coordinator from the district, and a curriculum specialist. Harlandale acts as fiscal agent for the project. Although the director administers the project, major policies are determined by the Consortium. (See Appendix for Organizational Chart.)

A major change in the program is the assumption of financing for the second grade as well as the first by the local district. Title VII is contributing funding for only kindergarten and grades 3-5 this year. Since this means that 36% of the total program is now funded by the local district itself, this appears a strong manifestation of support for the bilingual education concept and a promise of hope for its future after federal funding ceases.

This year there have been two major changes in management personnel. Last year's director, Mr. Carlos Rodriguez, resigned in order to devote full

TABLE I

TEACHERS, SCHOOLS, AND SUMMARY OF PUPIL DATA

TEACHER		SCHOOL	GRADE	NUMBER OF PUPILS
Almendarez		Bonham	K	20
Carbajal/Wortham	S/E	Bonham	K	20
Flores, G.		Bonham	K	20
Flores, V.		Bowie	1	30
Muñoz		Bowie	2	32
Garcia		Bowie	3	32
Ortiz		Bowie	4	36
Orenduff		Bowie	5	36
Curlee	E	Crockett	1	31
Nicola	S	Crockett	1	33
Altenhoff	E	Crockett	2	26
Delgado	S	Crockett	2	27
Farmer	E	Crockett	3	25
Ramsay	S	Crockett	3	23
Gensberg	E	Crockett	4	34
Morales	S	Crockett	4	34
Linebarger	E	Crockett	5	30
Lopez	S	Crockett	5	32
Vance		Travis	1	29
Ward		Travis	1	29
Camacho		Travis	2	24
Lesak		Travis	3	28
Bazbaz		Travis	4	27
Ortega		Travis	5	26

TOTALS:

25 Teachers	4 Schools	4 Kindergartens	60
		5 First Grades*	152
		4 Second Grades*	109
		4 Third Grades	108
		4 Fourth Grades	131
		4 Fifth Grades	124
		25 Classrooms	684

*Although these first grades and second grades in the Bilingual Education Program are being evaluated, they are being financed by the local school district rather than by Title VII this year.

Team-Teaching Arrangement. S=Spanish-Language Teacher. E=English-Language Teacher.

time to directing the bilingual-bicultural program of Southwest Texas State University (a program emphasizing teacher-training for bilingual education.) The new director, Mr. Rene Gonzalez, who began his work in July, has a broad teaching background and an excellent knowledge of the Spanish language and of Spanish-American culture. Mr. Gonzalez is the first director who has been able to devote full time to the project, although the position has always been a full-time job. Having a director who is able to devote all his energies to the project is a decided asset and has resulted in increased efficiency. The second change in personnel is in the coordinator's position. The new coordinator, Mr. Luis Delgadillo, has secured excellent cooperation between the San Marcos school district and the project. Both the director and the coordinator have been responsible for enhancing community involvement with bilingual education.

Bilingual Instruction for Grades K-5

The federal guidelines this year which advised curtailing of evaluation to the instructional component will be adhered to and other components, such as staff development, will be dealt with only incidentally as they affect instruction. Again in accordance with federal directives, standardized tests form the back bone of the evaluation this year, and consequently, other local performance objectives have been eliminated from the design.

Testing in bilingual classrooms has proceeded on schedule. In September and again in March the testing team, composed of junior and senior rank student interns in the program who operate on a work-study basis as they prepare themselves to be elementary bilingual teachers, administered the Peabody Picture Vocabulary Test to all project pupils

in kindergarten and first grade under the evaluator's supervision. Prior to testing they had received a thorough briefing from the evaluator. These student interns established good rapport with the pupils and did an excellent job of administering both a Spanish and an English version of the test (Form B of the the Spanish and Form A of the English version in the fall and the converse in the spring) to each pupil individually.* The advantages of such individualized testing on these two grade levels is immense. Following administration, the testing team scored the tests. Immediate feedback in terms of mental age was given teachers by the evaluator.

The scores for Peabody tests and scores for all other evaluation instruments administered are put on cards and electronically processed. All evaluation instruments are scored by the student interns under the evaluator's supervision. As soon as possible the evaluator sends feedback on these scores to project teachers in order to aid them in diagnosing pupil weaknesses and beginning corrective action.

Separate grade level means were computed from fall Peabody scores for Anglo-American and Mexican-American pupils. Additional criteria were set up by which grade level means for several groups of Mexican-American bilinguals were derived: those pupils whose scores on the two language versions were no further than five months apart were considered balanced bilinguals, and means were derived on both languages for this group; those pupils whose scores differed six months or more on the two languages were considered dominant in one language, and means were derived

*The Spanish versions were translated by a specialist in regional ans standard Spanish. ~~Copies are found in the Appendix.~~ Information for obtaining copies is found in the Appendix.

only for the dominant language for these pupils. These means plus the means for 1971-72 are presented in Table II. Both sets of figures present significant evidence as to the nature of the handicap Mexican-American children in this project area bring with them upon entering school--a vital concept deficit.

The balanced bilinguals are the most handicapped in concept development, being between two and three years behind in each language. The Spanish-dominant are quite handicapped too, ranging from seventeen to twenty-five months behind. The English-dominant bilinguals are less handicapped, ranging from three to sixteen months behind, with this year's kindergarten being the one group almost equal to the norm. The deficit in concept development increases from kindergarten to first grade. The need for teachers to implement extensive measures to reduce this deficit is apparent.

Comparison of fall and spring Peabody scores of pupils in kindergarten reveals that less than half (44%) met the objective of the six month gain expectable between September and March in English and only one-fifth (20%) in Spanish. However, more than half (54%) of first grade pupils accomplished the objective in English, although only 29% succeeded in Spanish. The figures for one first grade teacher's group of 76% succeeding in English and 41% in Spanish are quire good and indicate what can be accomplished. (See Table III.)

Analysis of mean increase on Peabody scores is more revealing: generally satisfactory (or better) increase in English but only an infinitesimal increase in Spanish. Further breakdown of scores into separate gains for Mexican-Americans and Anglo-Americans reveals one

TABLE II

PEABODY PICTURE VOCABULARY TESTS*
FALL GRADE LEVEL MEANS
(These figures show mental age in months.)

MEXICAN-AMERICAN PUPILS

Grade/Year	English Dominant	Spanish Dominant	Balanced Bilingual English	Balanced Bilingual Spanish
K/1971-72	52	49	38	39
K/1972-73	63	45	37	39
1st/1971-72	62	58	50	51
1st/1972-73	66	53	47	47

ANGLO-AMERICAN PUPILS

Since kindergarten and first grades in San Marcos have from 18% to 42% almost-monolingual English-speakers, the mean mental age for these children is given below.

	English	Spanish
K/1971-72	71	6
K/1972-73	76	15
1st/1971-72	84	32
1st/1972-73	79	24

*Mexican-American pupils who have less than six months difference in mental age between English and Spanish scores are considered balanced bilinguals, and both language scores are used. Pupils whose scores in English and Spanish differ as much as 6 months are considered dominant in one language, and only the score for the dominant language is used.

Table III

Peabody Picture Vocabulary Tests
Percentage of Pupils Accomplishing 6 Month Gain*

Teacher	School	English Version	Spanish Version
Kindergarten			
Almendarez	Bonham	37	13
Carbajal/Wortham	Bonham	47	20
Flores, G.	Bonham	50	27
Grade Level Summary		44	20
First Grade			
Flores, V.	Bowie	42	33
Curlee	Crockett	52	25
Nicola	Crockett	76	41
Vance	Travis	44	16
Ward	Travis	61	30
Grade Level Summary		54	29

*Between September Pre-Test and March Post-Test.

satisfactory score in Spanish--that for kindergarten Anglos. (See Table IV.) Determination of interquartiles and medians for fall and spring scores (Table V) shows that only one quartile on each grade level improved its score in Spanish, whereas all improved in English. It is recommended that the coordinator work with teachers to improve teaching and concept development in Spanish next year because this vitally important area should not be neglected.

The Metropolitan Readiness Test, Form A, was given in kindergarten by the teachers in March. The kindergarten objective was that half of the pupils should reach the 40th percentile. This percentile rather than the 50th was picked because the test was given more than nine weeks before the end of school, and 25% of the school term remained. Seven-eighths of the pupils reached this objective (see Table VI.) Interquartiles which were computed for this test (Table XII) reveal that more than three-fourths of the pupils performed above the 49th percentile; more than half, above the 86th and one-fourth, above the 95th.

Metropolitan Achievement Tests, Primary I A, were administered by first grade teachers in March. (See Table VII for results.) Overall, approximately four-fifths of the pupils attained the 1.6 grade equivalent objective (expectable for half the pupils) in all four categories, with percentages in reading comprehension being somewhat lower and in math being somewhat higher. Interquartiles were computed and reveal that medians ran above the 1.6 level in all categories with only the lower quartiles below this level. (See Table XIII.) These figures provide evidence that the bilingual program on the first grade level is successfully fulfilling the first stated objective for Mexican-American children: to reduce their educational deficit.

TABLE IV

PEABODY PICTURE VOCABULARY TESTS
MEAN INCREASES*

Teacher	School	English Mean Increase	Spanish Mean Increase
Kindergarten			
Almendarez	Bonham	4.69	0.33
Carbajal/Wortham	Bonham	7.13	1.20
Flores, G.	Bonham	4.43	2.27
	Grade Level Mean Increase	5.42	1.27
First Grade			
Flores, V.	Bowie	1.21	3.42
Curlee	Crockett	5.57	-1.35
Nicola	Crockett	9.33	1.36
Vance	Travis	8.36	0.08
Ward	Travis	4.39	-0.48
	Grade Level Mean Increase	5.72	0.67

Breakdown of Mexican-American and
Anglo-American Mean Increase

Kindergarten		
Mexican-American	3.69	-1.70
Anglo-American	7.79	5.72
First Grade		
Mexican-American	4.65	1.08
Anglo-American	8.85	-0.17

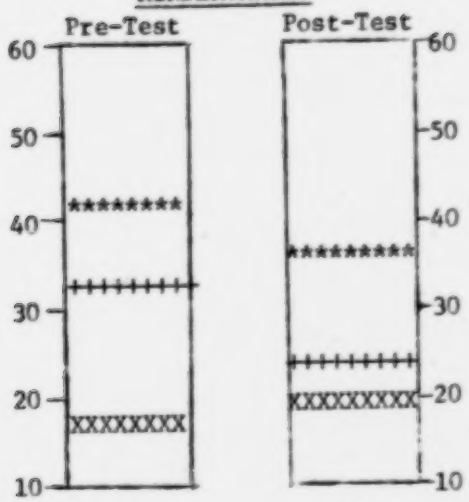
*Figures show mental age in months. A six month gain between September and March would be expected.

Table V

Peabody Picture Vocabulary Tests*
Interquartiles and Medians**

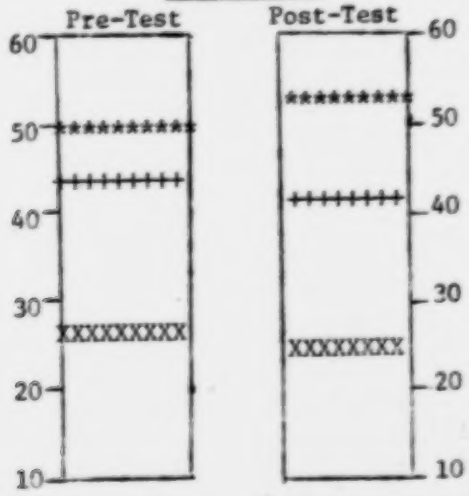
Spanish Version

KINDERGARTEN



	Pre-Test	Post-Test
3rd Q:	41	37
Median:	31	24
1st Q:	18	20

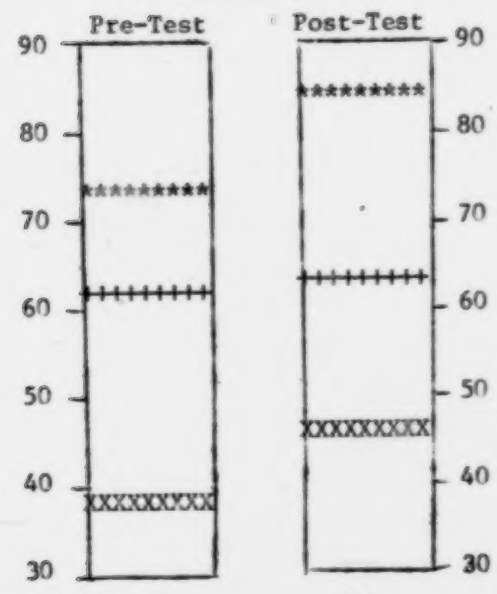
FIRST GRADE



	Pre-Test	Post-Test
3rd Q:	50	53
Median:	44	42
1st Q:	28	26

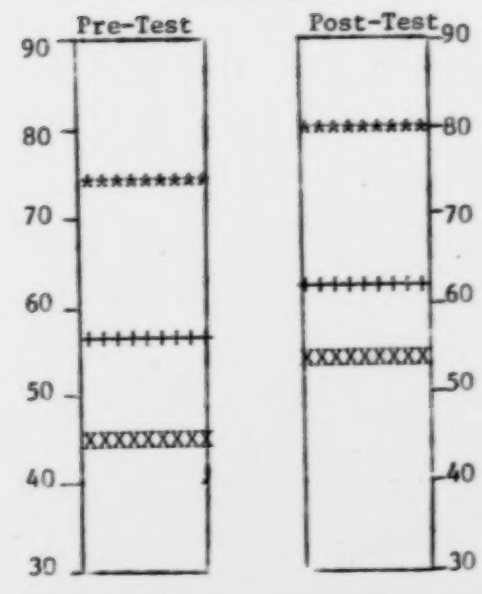
English Version

KINDERGARTEN



	Pre-Test	Post-Test
3rd Q:	73	84
Median:	61	63
1st Q:	39	48

FIRST GRADE



	Pre-Test	Post-Test
3rd Q:	73	80
Median:	58	61
1st Q:	44	52

*Figures indicate mental age in months.

1st Quartile = XXXXX Median = +++++ 3rd Quartile = ***

TABLE VI

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
PERCENTAGE OF PUPILS ATTAINING 40TH PERCENTILE*

Teacher	Percentage of Pupils
Almendarez	93
Carbajal/Wortham	71
Flores, G.	100
SUMMARY FOR THIS GRADE	88

*This test was given in March.

TABLE VII

METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
PERCENTAGE OF PUPILS ATTAINING 1.6 GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Flores, V.	92	85	71	89
Curlee	64	75	38	93
Nicola	83	50	89	86
Vance	96	92	88	100
Ward	76	87	60	100
SUMMARY FOR THIS GRADE	82	78	69	93

*This test was given in March.

TABLE VIII

METROPOLITAN ACHIEVEMENT TEST - SECOND GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	MATH
Muñoz	28	55	24	62
Altenhoff	47	74	24	36
Delgado	35	43	42	18
Camacho	30	50	15	50
SUMMARY FOR THIS GRADE	34	55	27	43

*Pre-test was in September; post-test was in March.

TABLE IX

METROPOLITAN ACHIEVEMENT TEST - THIRD GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	MATH	PROBLEM SOLVING
Garcia	48	63	63	56	52	00
Farmer	41	35	39	83	78	39
Ramsay	11	11	21	32	85	30
Lesak	8	44	20	77	58	8
SUMMARY FOR THIS GRADE	28	40	37	63	67	19

*Pre-test was in September; post-test was in March.

TABLE X

METROPOLITAN ACHIEVEMENT TEST - FOURTH GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN IN
GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	WORD DISCRIMINATION	READING	LANGUAGE	MATH	PROBLEM SOLVING
Ortiz	19	41	23	47	63	7
Gensberg	48	43	46	56	64	26
Morales	50	69	46	41	65	32
Bazbaz	44	53	53	62	59	46
SUMMARY FOR THIS GRADE	38	51	40	50	63	25

*Pre-test was in September; post-test was in March.

TABLE XI

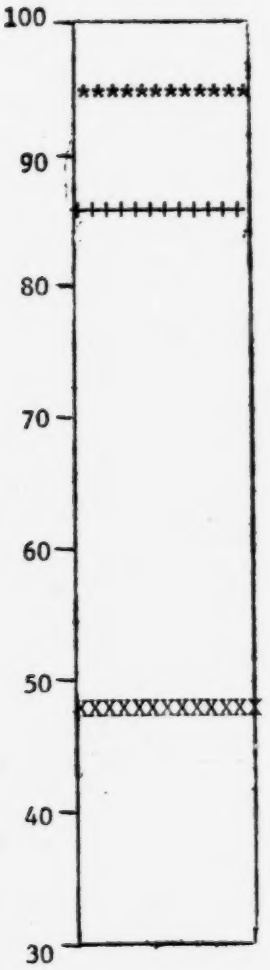
METROPOLITAN ACHIEVEMENT TEST - FIFTH GRADE
PERCENTAGE OF PUPILS ATTAINING 6 MONTH GAIN
IN GRADE EQUIVALENT*

TEACHER	WORD KNOWLEDGE	READING	LANGUAGE	MATH	PROBLEM SOLVING	SOCIAL STUDIES	SCIENCE
Orenduff	38	47	64	33	36	52	39
Linebarger	16	40	24	73	31	62	23
Lopez	59	62	54	46	57	70	44
Ortega	13	30	52	33	43	27	41
SUMMARY FOR THIS GRADE	33	46	50	46	42	54	37

*Pre-test was in September; post-test was in March.

TABLE XII

METROPOLITAN ACHIEVEMENT TEST - KINDERGARTEN
INTERQUARTILES BASED ON PERCENTILES*



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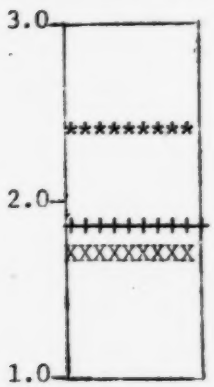
3rd Percentile: 95
Median : 86
1st Percentile: 49

*1st Percentile: XXXXXXXXX Median:+++++++++ 3rd Percentile:*********

TABLE XIII

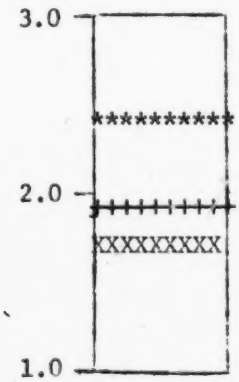
METROPOLITAN ACHIEVEMENT TEST - FIRST GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

Word Knowledge



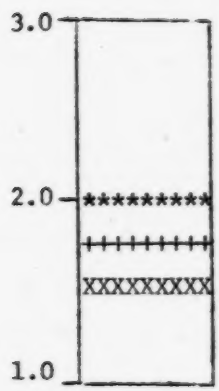
3rd Q: 2.2
Median: 1.8
1st Q: 1.6

Word Discrimination



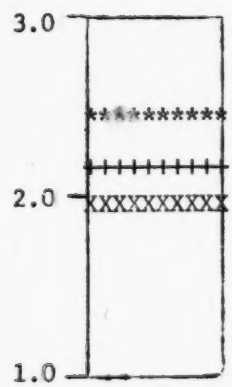
3rd Q : 2.4
Median: 1.9
1st Q:: 1.6

Reading



3rd Q: 2.0
Median: 1.7
1st Q: 1.5

Arithmetic



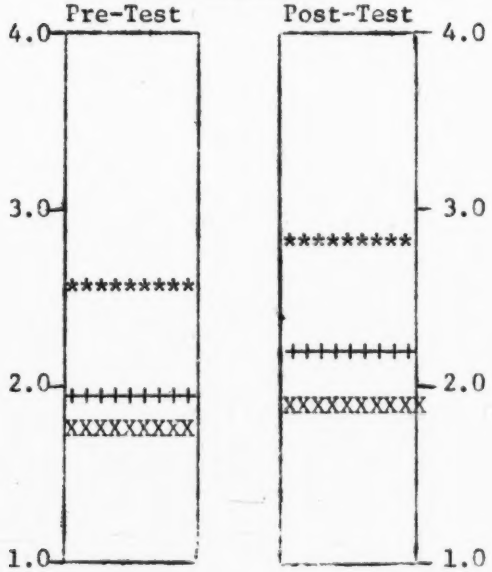
3rd Q : 2.4
Median: 2.1
1st Q : 1.9

*1st Quartile: XXXXXXX Median: +++++++ 3rd Quartile: *******

TABLE XIV

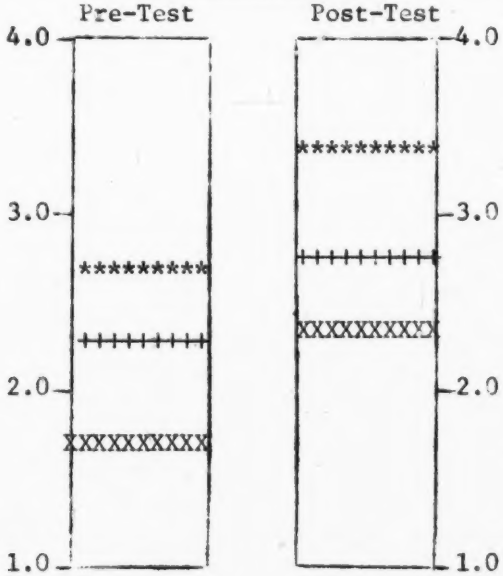
METROPOLITAN ACHIEVEMENT TEST RESULTS - SECOND GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

WORD KNOWLEDGE



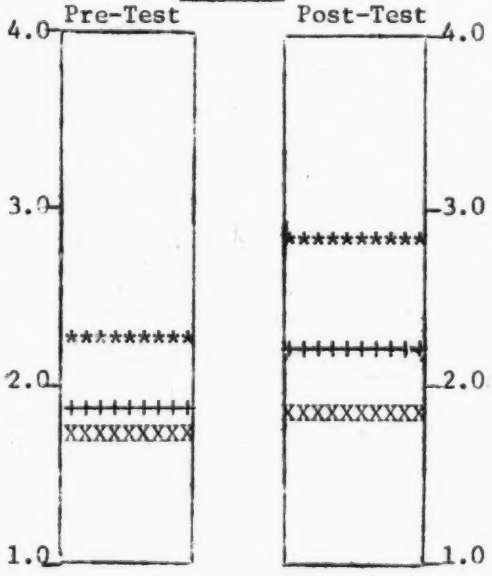
	Pre-Test	Post-Test
3rd Q :	2.5	2.8
Median:	1.9	2.2
1st Q::	1.7	1.9

WORD DISCRIMINATION



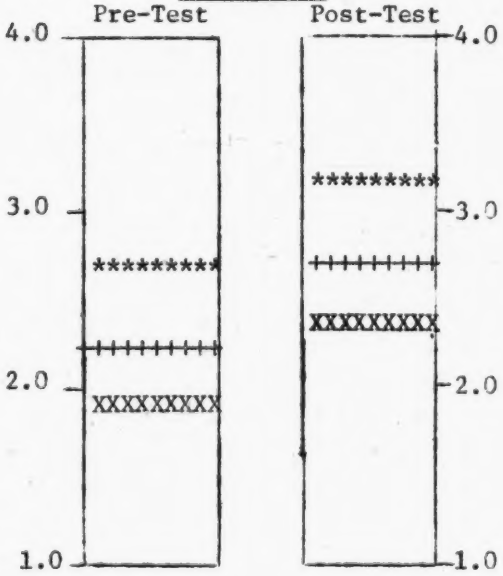
	Pre-Test	Post-Test
3rd Q :	2.7	3.4
Median:	2.2	2.7
1st Q :	1.7	2.3

READING



	Pre-Test	Post-Test
3rd Q :	2.2	2.8
Median:	1.9	2.1
1st Q :	1.7	1.9

ARITHMETIC

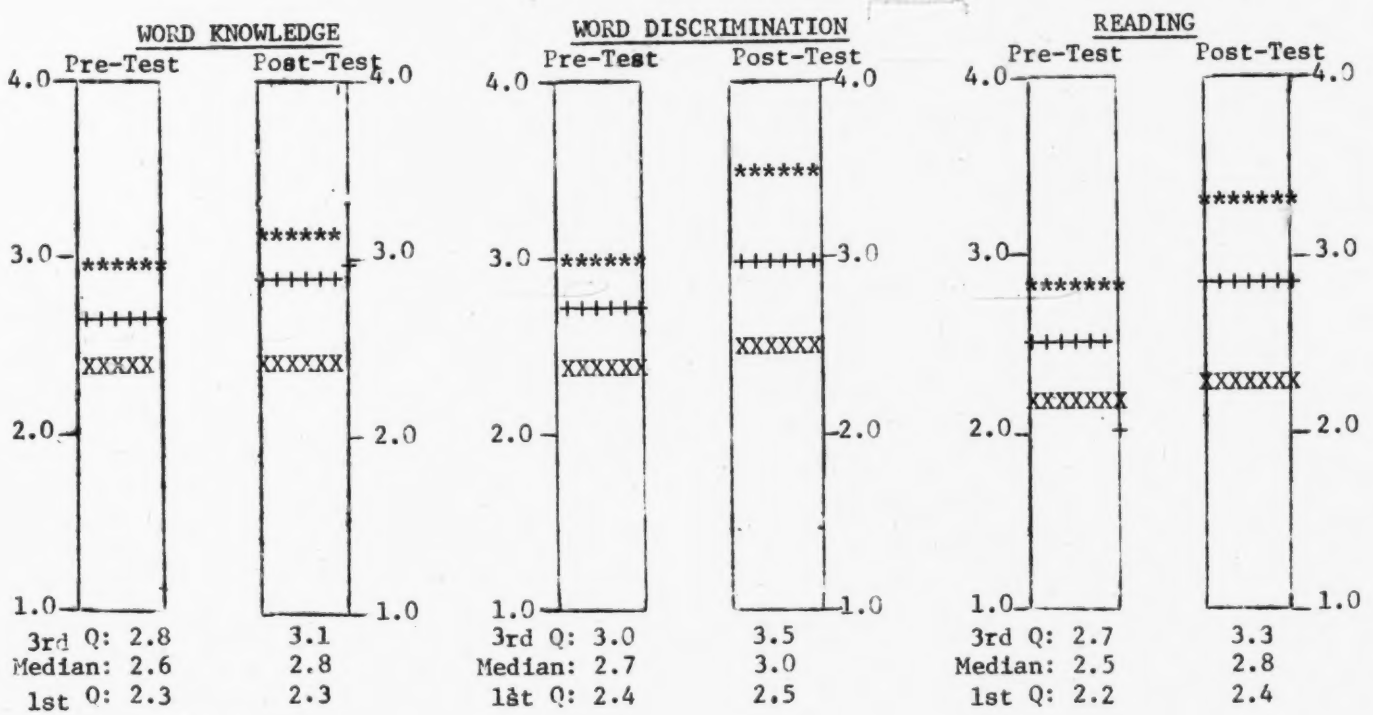


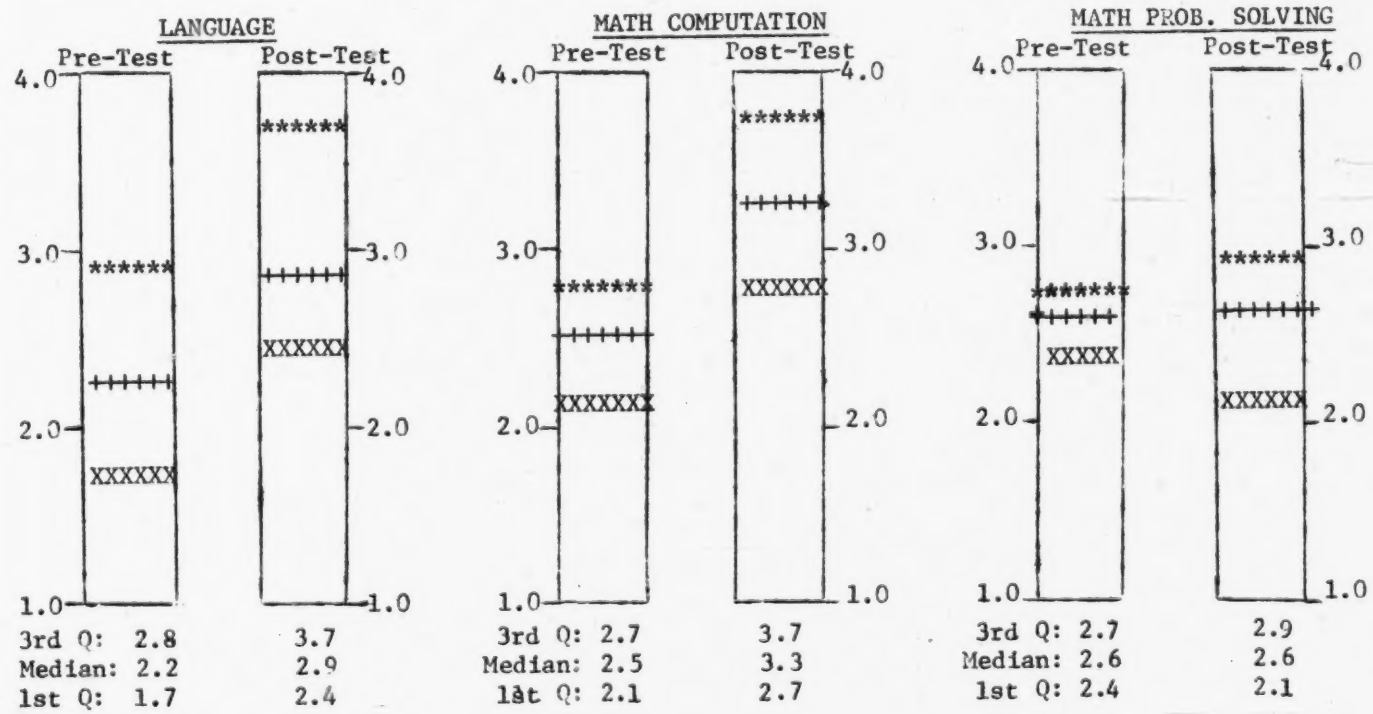
	Pre-Test	Post-Test
3rd Q :	2,7	3.2
Median:	2.2	2.7
1st Q :	1.9	2.3

*1st Quartile: XXXXXXX Median: +++++++ 3rd Quartile: *******

TABLE XV

METROPOLITAN ACHIEVEMENT TEST RESULTS - THIRD GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

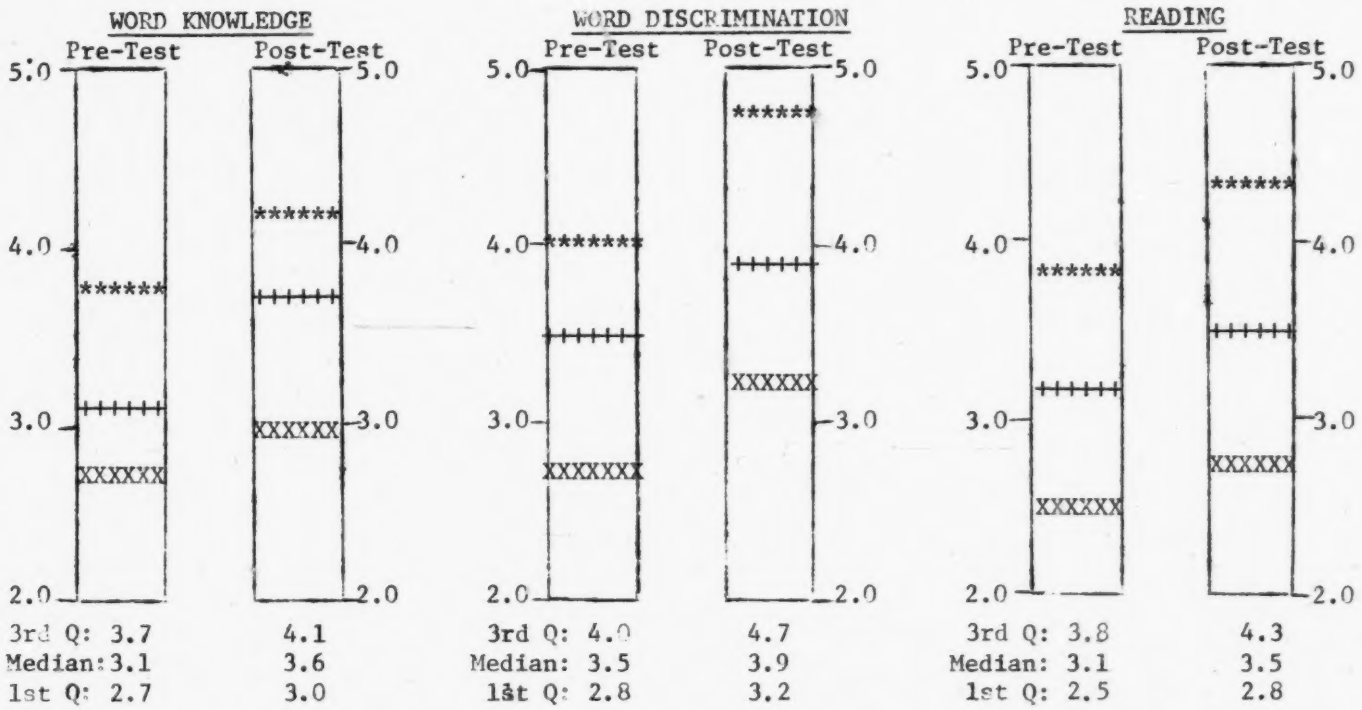




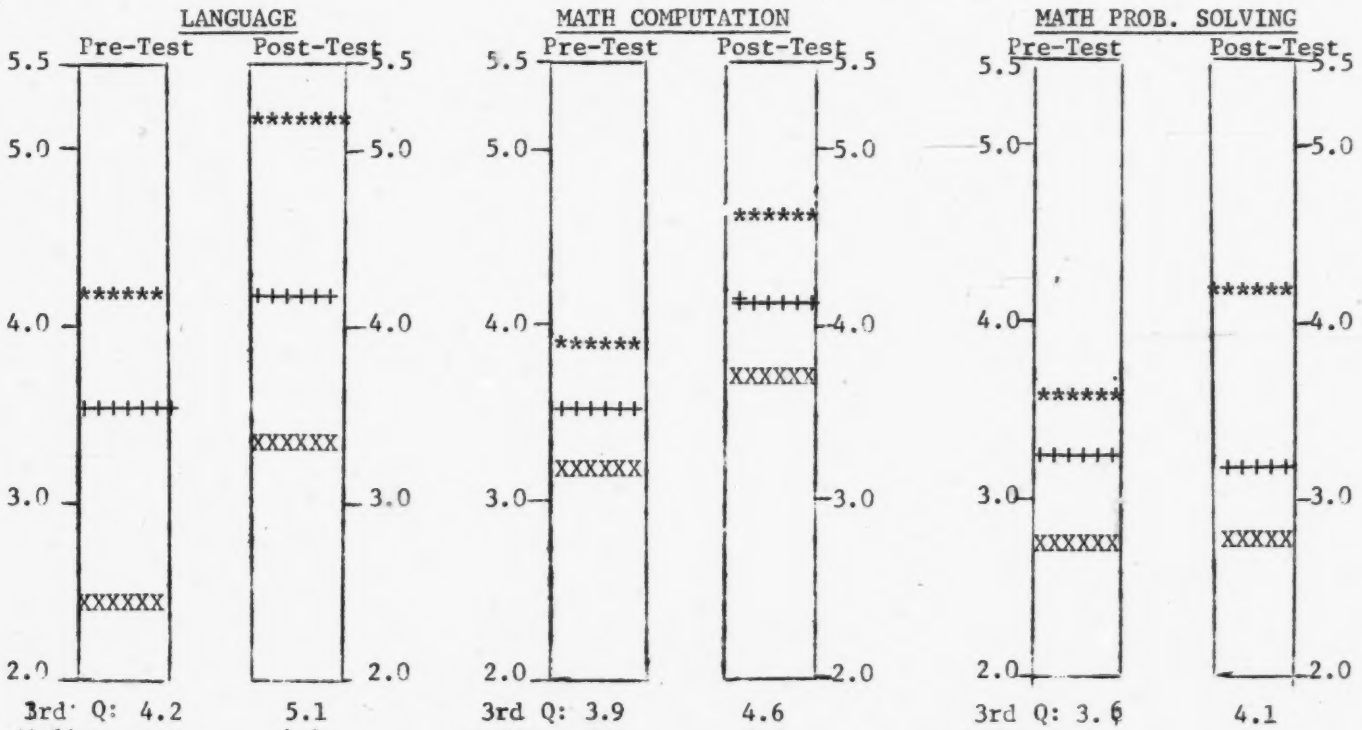
*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVI

METROPOLITAN ACHIEVEMENT TEST RESULTS - FOURTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*



	WORD KNOWLEDGE		WORD DISCRIMINATION		READING	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
3rd Q:	3.7	4.1	4.0	4.7	3.8	4.3
Median:	3.1	3.6	3.5	3.9	3.1	3.5
1st Q:	2.7	3.0	2.8	3.2	2.5	2.8



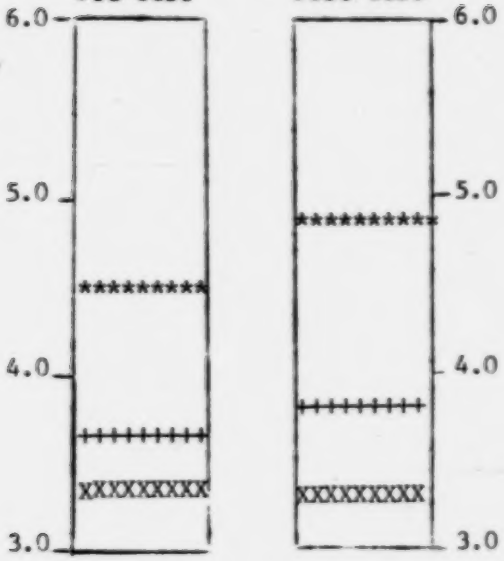
	LANGUAGE		MATH COMPUTATION		MATH PROB. SOLVING	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
3rd Q:	4.2	5.1	3.9	4.6	3.6	4.1
Median:	3.5	4.1	3.5	4.1	3.2	3.1
1st Q:	2.4	3.3	3.2	3.7	2.7	2.8

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

TABLE XVII

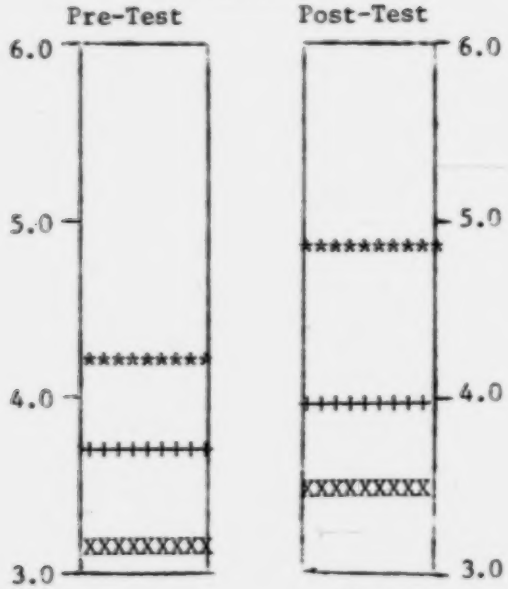
METROPOLITAN ACHIEVEMENT TEST RESULTS - FIFTH GRADE
INTERQUARTILES BASED ON GRADE EQUIVALENTS*

WORD KNOWLEDGE



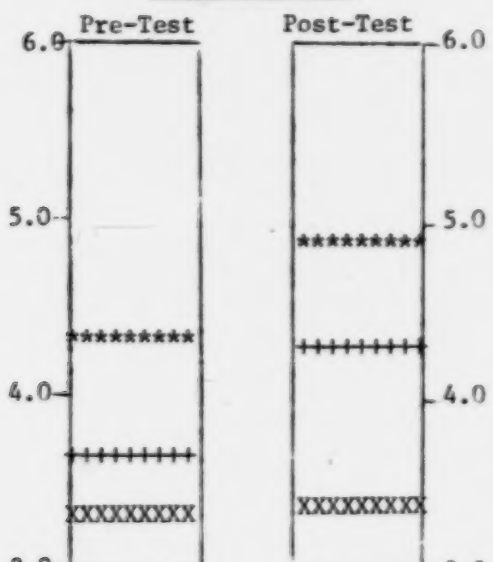
	Pre-Test	Post-Test
3rd Q:	4.5	4.9
Median:	3.7	3.8
1st Q:	3.3	3.3

READING



	Pre-Test	Post-Test
3rd Q:	4.2	4.9
Median:	3.7	4.0
1st Q:	3.1	3.5

SOCIAL STUDIES

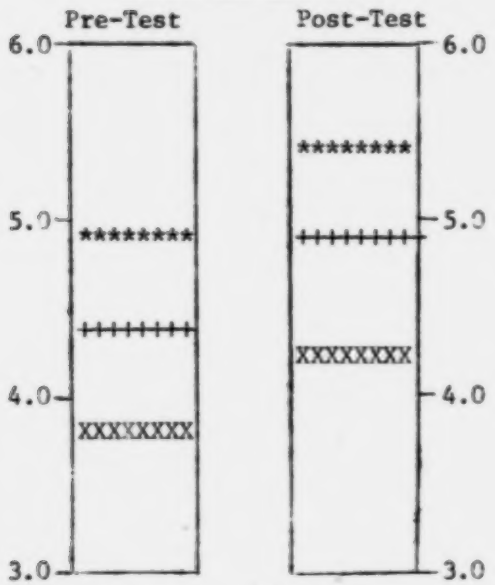


	Pre-Test	Post-Test
3rd Q:	4.3	4.9
Median:	3.6	4.3
1st Q:	3.3	3.4

*1st Quartile: XXXXX Median: +++++ 3rd Quartile:*****

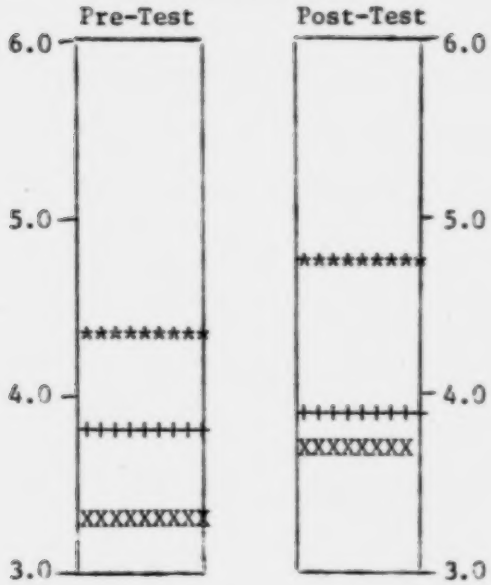
TABLE XVII CONTINUED:

MATH COMPUTATION



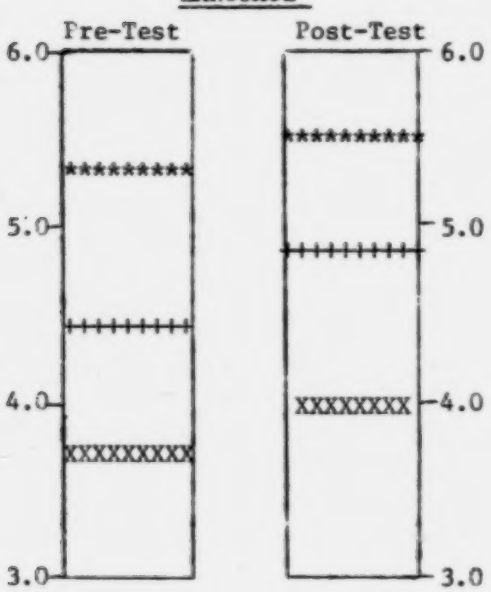
	Pre-Test	Post-Test
3rd Q:	4.9	5.4
Median:	4.4	4.9
1st Q:	3.8	4.2

MATH PROBLEM SOLVING



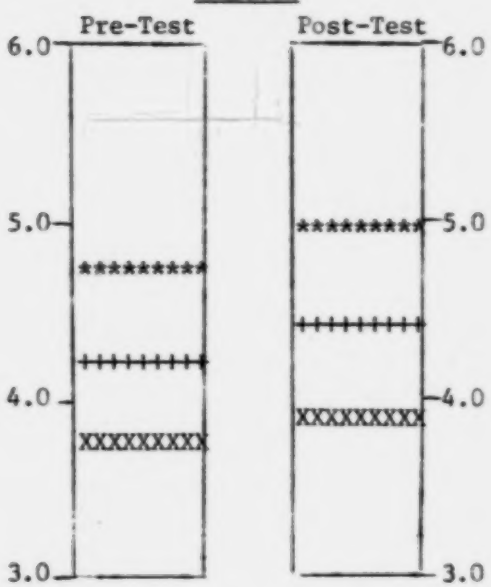
	Pre-Test	Post-Test
3rd Q:	4.3	4.7
Median:	3.8	3.9
1st Q:	3.3	3.6

LANGUAGE



	Pre-Test	Post-Test
3rd Q:	5.3	5.5
Median:	4.4	4.8
1st Q:	3.7	4.0

SCIENCE



	Pre-Test	Post-Test
3rd Q:	4.7	5.0
Median:	4.2	4.4
1st Q:	3.8	3.9

*1st Quartile: XXXXX Median: +++++ 3rd Quartile: *****

Teachers in grades 2-5 administered Form A of the appropriate Metropolitan Achievement Test in September and Form B in March. The objective was that half of the pupils should attain the 6 month gain in grade equivalent expectable between fall and spring testing. (See Tables VIII - XI.) In second grade 55% attained the objective in word discrimination and 43% did in math, but only 34% and 27% succeeded in word knowledge and reading comprehension respectively. Approximately two-thirds of the third graders succeeded in math computation and language; however, percentages in word discrimination (40%), reading comprehension (37%), word knowledge (28%), and problem-solving/concepts (19%) range from somewhat to a great deal below expectations. One-half to almost two -thirds of fourth graders succeeded in word discrimination, language and math computation; approximately 40% attained the objective in reading and word knowledge, but only 25% did so in problem-solving. Approximately half of fifth-graders accomplished the objective in four areas: reading comprehension, language, computation, and social studies; performance in the other three areas (word knowledge, science and problem-solving) ranged from 33% to 42%. Generally speaking, amount of gain in the areas of word discrimination, language, math computation, social studies and occasionally reading comprehension is good.

Metropolitan interquartiles and medians were computed for grade levels 2-5 and are shown on Tables XIV - XVII. Again as in previous years, medians in word discrimination, math computation, and language run higher than those in word knowledge, reading comprehension, and math problem-solving/ concepts. In second grade medians are one month ahead of national norms in grade equivalent in two areas and slightly behind in the other two areas. As the grade level progresses upward, grade equivalant scores fall further

behind until scores in fifth grade fall from seven months to a year and eight months behind, depending on the subject matter area. However, it must be borne in mind that no achievement test on the market at this time is constructed for or is normed for the pupil population represented in this project.

Comparison of quartile scores with percentages of pupils fulfilling the objectives on the Metropolitan at all grade levels is suggestive. There is a large variability between classrooms as to the percentage of pupil success. Frequently, scores for one teacher in four are high in a particular area. Also a large variability exists between classrooms as to the area(s) of pupil success. It is recommended that the coordinator take a very careful comparative look at percentages of success for the teachers at each grade level. Then teachers whose pupils did unusually well in specific areas could be consulted with in an effort to determine reasons for their expertise and to lead to a sharing of this expertise with their fellow teachers. Teachers whose pupils performed very poorly (in the problem areas, in particular) should be counseled with and possibly even directed to college course work which might serve to alleviate their shortcomings.

In September and again in March teachers administered the Inter-Americana Spanish reading test, the Prueba de Lectura, Form CEs in the fall and Form DEs in the spring. Level 1 of the test was given in second grade, level 2 in third grade and level 3 in fourth and fifth grades. This is a rather difficult test, but it was the only one available at the commencement of this project and is still used so that a longitudinal study can be possible next year, which is the last year of the project.

Only raw scores are available for this test. Total possible raw scores on vocabulary and comprehension for second grade are 40 and 40; for third grade, 40 and 70; for fourth and fifth grades, 45 and 80. The objective of a gain in raw score in vocabulary and in reading comprehension between fall and spring was fulfilled by better than 50% of the pupils on all grade levels in all but four instances. (See Table XVIII.)

The tables showing fall and spring means and standard deviations (XX) and mean increases in scores (XIX) are more revealing as to difference in performance between classrooms. Scores vary from a -5.29 to a +17.52. Good improvement is evident in nearly every classroom on second through fourth grade level, less improvement on fifth. Again the variability in scores indicates that the coordinator should take a careful look at this table, determine which teachers are failing to help their pupils achieve significant success in this area and arrange that remedial measures be instituted, whether these be college coursework, in-service training or personal conferences.

In order to compensate for the lack of inclusion of social studies and science on the Metropolitan in grades 1-4, those particular portions (previously validity and reliability on these portions had been established) of the locally-developed Bilingual Education Program test were administered in grades 2-4 in September by project teachers and in grades 1-4 in March. Half of the classrooms were given the English version of the test; half were given the Spanish version; non-Spanish-surnamed monolinguals in grades 1, 2, and 4 were given the English version. (Copies of both versions are found in the appendix.)

Data is in raw scores, with total possible scores being 10 in each area for first grade, 20 for second, 30 for third, and 40 for fourth. The

TABLE XVIII

PRUEBA DE LECTURA
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Muñoz	67	78
2	Altenhoff	57	81
2	Delgado	65	95
2	Camacho	79	62
SUMMARY FOR THIS GRADE		67	80
3	Garcia	19	19
3	Farmer	96	100
3	Ramsay	90	90
3	Lesak	74	70
SUMMARY FOR THIS GRADE		65	65
4	Ortiz	72	65
4	Gensberg	50	50
4	Morales	62	58
4	Bazbaz	53	95
SUMMARY FOR THIS GRADE		61	65
5	Orenduff	55	79
5	Linebarger	54	54
5	Lopez	58	36
5	Ortega	26	50
SUMMARY FOR THIS GRADE		50	57

*A gain between pre-test in September and post-test in March.

TABLE XIX

PRUEBA DE LECTURA
MEAN INCREASES*

Grade	Teacher	Vocabulary	Reading Comprehension
2	Muñoz	6.15	6.70
2	Altenhoff	2.81	4.90
2	Delgado	3.55	8.55
2	Camacho	5.74	1.50
SUMMARY FOR THIS GRADE		4.66	5.70
3	Garcia	-4.87	-5.29
3	Farmer	9.35	17.52
3	Ramsay	7.85	8.70
3	Lesak	2.83	5.83
SUMMARY FOR THIS GRADE		2.95	5.64
4	Ortiz	3.03	2.84
4	Gensberg	.50	.33
4	Morales	.62	1.42
4	Bazbaz	.88	13.42
SUMMARY FOR THIS GRADE		1.41	3.88
5	Orenduff	.33	2.94
5	Linebarger	1.17	1.79
5	Lopez	1.54	-1.96
5	Ortega	- .68	- .27
SUMMARY FOR THIS GRADE		.63	.82

*Over a six-month interval.

TABLE XX

PRUEBA DE LECTURA
MEANS AND STANDARD DEVIATIONS

GRADE		VOCABULARY MEAN	VOCABULARY STANDARD DEVIATION	VOCABULARY NUMBER OF PUPILS TESTED	READING COMPREHENSION MEAN	READING COMPREHENSION STANDARD DEVIATION	READING COMPREHENSION NUMBER OF PUPILS TESTED
2	Pre-Test	15	7	98	10	6	94
	Post-Test	20	8	98	15	6	98
3	Pre-Test	9	5	102	15	6	102
	Post-Test	13	6	104	21	12	104
4	Pre-Test	7	3	119	12	5	119
	Post-Test	8	3	107	16	6	108
5	Pre-Test	7	3	113	15	4	116
	Post-Test	8	3	113	15	5	114

objective for first grade pupils was to attain 60% correct in each area and for grades 2-5, an increase between fall and spring scores in both areas. From 89 to 100% of the pupils in first grade classrooms attained the objective. Fifty percent or better of the pupils in grades 2-4 attained the objective with only five exceptions, three of these five being in the area of second grade social studies. (See Table XXI.) The coordinator and these teachers should endeavor to discover the reason for this and to remedy the situation next year.

In order to ascertain whether accomplishment would be higher in English or in Spanish, means and standard deviations were derived for fall and spring scores, (see Table XXIII), and mean increases between fall and spring were computed for Spanish-surnamed pupils in grades 2-4 (see Table XXII.) Difference between performance in Spanish and in English is small except for fourth grade level, where spring means reflect a higher increase in both social studies and science on the Spanish version of the test. This is a matter of interest, and an effort will be made to explore this subject further next year. Again half of the classrooms will be given the test in English and half in Spanish. A t-test will be run to determine whether or not differences are significant.

Project teachers filled out inferred self-concept scales* for each pupil in their classrooms in October and again in April. The scale consists of thirty items and is based on an ordinal scale continuum from 1 to 5. Research with lower socio-economic level pupils in the traditional school

*Developed and field-tested by Dr. Elizabeth McDaniel at University of Texas, 1969, and published by Felipe Press in 1970. ~~A copy is found in the appendix.~~ copyrighted material deleted from Appendix. Inferred Self-Concept Judgement Scale is available from the Felipe Press, Austin, Texas.

TABLE XXI

BEP TEST IN SOCIAL STUDIES AND SCIENCE
PERCENTAGE OF PUPILS ATTAINING OBJECTIVE*

G	Grade	Version	Teacher	Social Studies	Science
	1	English	Nicola	92	96
	1	English	Ward	89	96
		SUMMARY FOR THIS GRADE		93	96
	1	Spanish	Flores, V.	97	100
	1	Spanish	Curlee	96	100
	1	Spanish	Vance	100	100
		SUMMARY FOR THIS GRADE		97	100
	2	English	Altenhoff	55	55
	2	English	Camacho	39	53
		SUMMARY FOR THIS GRADE		46	55
	2	Spanish	Muñoz	36	50
	2	Spanish	Delgado	70	55
		SUMMARY FOR THIS GRADE		52	52
	3	English	Ramsay	84	89
	3	English	Lesak	72	76
		SUMMARY FOR THIS GRADE		77	82
	3	Spanish	Garcia	65	74
	3	Spanish	Farmer	70	83
		SUMMARY FOR THIS GRADE		67	78
	4	English	Gensberg	86	71
	4	English	Bazbaz	39	39
		SUMMARY FOR THIS GRADE		61	55
	4	Spanish	Ortiz	65	71
	4	Spanish	Morales	65	94
		SUMMARY FOR THIS GRADE		70	80

*60% correct for first grade test in March; a gain from September pre-test to March post-test for grades 2-4.

TABLE XXII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEAN INCREASES BY GRADE LEVEL*

Grade	Version	Social Studies	Science
2	English	1.05	.93
2	Spanish	.67	.79
3	English	1.86	2.25
3	Spanish	2.09	2.89
4	English	.55	.03
4	Spanish	2.23	3.80

*For Spanish-surnamed pupils only.

TABLE XXIII

BEP TEST IN SOCIAL STUDIES AND SCIENCE
MEANS AND STANDARD DEVIATIONS

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
		Social Studies			
1	English	March Test	8	2	45
1	Spanish	March Test	9	2	59
2	English	Pre-Test	15	3	26
2	English	Post-Test	17	2	28
2	Spanish	Pre-Test	16	3	44
2	Spanish	Post-Test	16	1	49
3	English	Pre-Test	23	2	48
3	English	Post-Test	24	2	47
3	Spanish	Pre-Test	19	4	55
3	Spanish	Post-Test	21	3	56
4	English	Pre-Test	28	5	35
4	English	Post-Test	29	6	36
4	Spanish	Pre-Test	24	5	58
4	Spanish	Post-Test	27	3	54
		Science			
1	English	March Test	9	1	45
1	Spanish	March Test	10	1	59
2	English	Pre-Test	15	3	27
2	English	Post-Test	16	2	28
2	Spanish	Pre-Test	15	2	44
2	Spanish	Post-Test	16	1	49

TABLE XXIII CONTINUED:

Grade	Version		Mean	Standard Deviation	Number Of Pupils Tested
		Science			
3	English	Pre-Test	20	3	48
3	English	Post-Test	22	2	47
3	Spanish	Pre-Test	19	2	55
3	Spanish	Post-Test	22	2	56
4	English	Pre-Test	27	5	35
4	English	Post-Test	29	5	35
4	Spanish	Pre-Test	22	6	58
4	Spanish	Post-Test	27	3	54
Non-Spanish-Surnamed Monolingual English-Speakers : Social Studies					
1		March Test	9	1	30
2		Pre-Test	18	3	28
2		Post-Test	19	0	23
3		Pre-Test	0	0	0
3		Post-Test	0	0	0
4		Pre-Test	31	4	18
4		Post-Test	33	3	19
		Science			
1		March Test	10	1	30
2		Pre-Test	17	1	28
2		Post-Test	18	0	23
3		Pre-Test	0	0	0
3		Post-Test	0	0	0
4		Pre-Test	32	5	18
4		Post-Test	33	5	19

program (which had been done by Dr. McDaniel in 1968-1969) indicated a decrease in self-concept for pupils during the school year and a succeedingly lower self-concept level in each progressively higher grade level. Due to measures designed to create a more positive self-image in pupils being implemented by teachers, an increase between fall and spring scores was predicted for the pupils in this project. In two-thirds of the classrooms 50% or more of the pupils made a gain. (See Table XXIV.) In addition, there was a mean increase between fall and spring scores on every grade level but one, fourth grade. (See Table XXV.) This presents creditable evidence that the bilingual education program is indeed helping many Spanish-surnamed pupils to achieve a more positive self-image.

There has been a problem of pupil dropout from the program in past years because of various factors pointed out in last year's evaluation. This year we have again ascertained the number and percentage of pupil dropout from the program both by grade level and by school. The rate of pupil transfer out of the district has been established too. (This data appears in Table XXVI.) It can be seen that some schools have a smaller percentage of pupil dropout than others. Moreover, the transfer rate accounts for an appreciable amount of this dropout in some schools. Continual work on the problem is being done in two ways, through personnel recruitment and through programs designed to inform and to enlist the support of the principals.

The school district is involved in a determined attempt to secure more well-qualified bilingual teachers in order to have enough to handle the increasingly large load of bilingual classrooms as the program expands. The two principals who were present at the pre-service training sessions

TABLE XXIV
INFERRED SELF-CONCEPT SCALE
PERCENTAGE OF PUPILS MAKING GAIN*

Grade	Teacher	Percentage
K	Almendarez	100
K	Carbajal/Wortham	40
K	Flores, G.	37
	SUMMARY FOR THIS GRADE	60
1	Flores, V.	64
1	Curlee	10
1	Nicola	41
1	Vance	46
1	Ward	37
	SUMMARY FOR THIS GRADE	39
2	Muñoz	53
2	Altenhoff	52
2	Delgado	50
2	Camacho	60
	SUMMARY FOR THIS GRADE	54
3	Garcia	69
3	Farmer	100
3	Ramsay	82
3	Lesak	63
	SUMMARY FOR THIS GRADE	77

*Between October and April ratings by teacher.

TABLE XXIV CONTINUED:

Grade	Teacher	Percentage
4	Ortiz	53
4	Gensberg	8
4	Morales	13
4	Bazbaz	53
	SUMMARY FOR THIS GRADE	31
5	Orenduff	56
5	Linebarger	62
5	Lopez	96
5	Ortega	52
	SUMMARY FOR THIS GRADE	67

TABLE XXV

INFERRED SELF-CONCEPT SCALE

MEAN INCREASES*

Grade Level	Mean Increases
K	0.21
1	0.02
2	0.05
3	0.43
4	-0.19
5	0.16

*Between October and April ratings by teachers.

TABLE XXVI

PUPIL DROPOUT DATA
(Figures given are number and percent.)

By School			Transferred Out of District	
Bonham (Kindergarten Only)*			7	14.00%
Bowie	24	16%	77	10.29%
Crockett	92	33%	81	12.04%
Travis	33	25%	53	8.58%

By Grade Level		
K	7	14%
1	20	36%
2	31	27%
3	30	24%
4	36	27%
5	39	28%
TOTAL	156	27%

*7 first graders have moved from the district since kindergarten last year and thus cannot be designated as dropout for any particular school.

were apprised of the need, once pupils have entered the program, to retain these same pupils in the program as they progress upward in grade level, rather than shifting them in and out in order to accommodate equalized classroom enrollment and other administrative considerations. Moreover, two project principals were present at a two-day conference taking place in November in Wimberley, Texas. This conference on the subject of bilingual-bicultural education was planned by Mr. Carlos Rodriguez, who was director of this project last spring and is now director of Bilingual/ Bicultural Education at Southwest Texas State University. Mr. Rodriguez planned this conference in order to acquaint principals and other public school administrative personnel with purposes, practices, and problems of bilingual education. During this conference the importance of retaining pupils in the program was discussed. Forty-five central and south Texas administrators attended this conference. A check of next year's pupil dropout numbers from the project should indicate whether or not these endeavors have been successful in reducing the problem.

Comparison with Control Groups

In response to interest indicated by the U. S. O. E. in setting up control groups taught in traditional classrooms to compare with experimental bilingual groups, an attempt was made to do so this year. In order to have any sort of meaningful results it was felt that pre-test and post-test should be compared in order to determine the gain made by each group on the Metropolitan Achievement Test. Since pre-tests were not administered to kindergarten and first grade, they were eliminated from this study. Fifth grade was eliminated from the study as well because no

fifth graders had been in the program all their academic careers, due to the fact that the program only commenced in 1969-1970. In the second, third and fourth grade bilingual classes which were used, pupils who had not been in the program full time (meaning every one of their years in school) were excluded from the study, necessarily.

There are other severe limitations in the study: (1) only one control group was used for each grade level; (2) in the control classes only Spanish-surnamed pupils were used because the experimental groups contained virtually no non-Spanish-surnamed pupils; the result of this was that control groups were quite small, ranging from 16 to 21; (3) it was not possible to isolate the teacher variable within the resources of this study.

With all these limitations in mind, the study was conducted by using analysis of covariance with chronological age and mental age as covariants in order to compare the mean gain in months of grade placement on the Metropolitan Achievement Test. Of sixteem comparisons only five prpved to be statistically significant: three at the second grade level in favor of the control group and two at the fourth grade level in favor of the experimental group. Assessing this realistically, there seems to be no advantage indicated for either group since it is very difficult to assume that the results were the result of different programs. This difficulty arises from the inability to control significant variables, particularly the teacher variable. For these reasons the validity of the study is highly questionnable.*

*Computer printout from this study is on file in the evaluator's office.

In future the only way to minimize the teacher variable would be by having much larger groups, particularly control groups. Since this would necessitate having mental age data available for each pupil in the study and this data is presently unavailable, the cost of purchasing, giving and scoring tests to collect this data for such a large number of pupils in both control and experimental groups would be prohibitive.

Other Project Components

Inasmuch as teacher performance is one of the principal determining factors in pupil performance, it would be remiss not to mention briefly the more important actions being taken in the interest of improving teacher performance. In line with conclusions reached in last year's evaluation, in pre-service training teachers were alerted to the large concept deficit project pupils had on entering kindergarten and first grade and as to the vital importance of taking remedial measures at all grade levels. The evaluator also pointed out the connection between amount of time spent by teachers on various aspects of the language arts (as revealed in data gathered by coordinators) and pupil performance on the Peabody, Metropolitan and Prueba de Lectura tests. The importance of devoting more time to concept development and reading comprehension and less time to mechanics of form and other areas was emphasized.

The coordinator used two checklists* (one general checklist and one checklist for language teaching) provided by the evaluator to assist him in determining quality of teacher performance in the course of his classroom observations. The coordinator utilized this information as well as teacher rating forms in his conferences with teachers in the attempt to improve teacher performance.

*Copies of the two checklists are provided in the appendix.

Another measure utilized in this regard was videotaping of teachers. The teachers were provided with a self-evaluation form by the evaluator to help in analyzing their own behavior as they viewed the playback. (See appendix for a copy of this form.) Two in-service training sessions were devoted to a discussion of verbal interaction analysis.* Teachers were then given the opportunity to participate in three of these analyses during the course of the year either by having personal classroom visits made by the evaluator or by making audiotapes of classroom verbal interaction and sending them to the evaluator for analysis. Teachers were promptly sent a feedback matrix (copy in appendix) by the evaluator. All the teachers participated in one or more of these opportunities.

The bilingual student-interns in the project (mentioned previously) not only served as testing team but also spent ten hours a week as teacher aides in project classrooms. Teachers reported that the college background and teaching career orientation of these aides made them excellent helpers in the classroom and that they were quite adept at individual and small group instruction which they did under the classroom teacher's supervision. Each intern worked through at least one of the programmed learning kits available which deal with bilingual education and passed the examination on the kit with a minimum of 70% correct. The mean grade was 80. Approximately two dozen other students who are training to be bilingual teachers worked through one of the kits as well.

Parents of children in the project this year manifested their interest in the bilingual educational program by their tremendous involvement

*Research indicates that pupils of a more indirect teacher are far better achievers than those of a more direct teacher. Research also reveals that the technique of verbal interaction analysis is useful in helping teachers become more indirect in their work with pupils.

in school activities such as programs, field trips, and personal visits and contacts with classroom teachers. The community liaison reported 3226 parental contacts with the schools this year. Evidence of staunch belief in the value of the program is found in typical comments of teachers and parents, a sampling of which is found on the two following pages.

SAMPLING OF TEACHER AND PARENT COMMENTS
(Paraphrased and translated to English where necessary)

Comments from Parents

"My wife doesn't speak any English, and I speak broken English. So when our little girl started school, she knew no English. We put her in the bilingual program. She's doing fine. We know that the program is responsible for this."

"I wish I knew Spanish. At home we spend numerous sessions in which my little boy tries to teach us words and expressions he's learned in his bilingual classes."

"Both my girls have been in bilingual for three years. I think it's wonderful that they read and write both in English and Spanish. They correct my Spanish all the time. I believe it's a great advantage."

"People are too narrow-minded in San Marcos. They need to be exposed to the advantages of knowing two languages, appreciating two cultures. The program will help solve this narrow-mindedness."

"My son has been in bilingual education classes for four years; he is in the fifth grade this year, and I'm very sorry that there will be no sixth grade bilingual classes. He can read and write in Spanish almost as good as I can. When we go to Mexico, he is able to teach his cousins English."

"It's so pretty to see them (children of 2 or 3 ethnic groups) playing together, working together, helping each other. It's the program that's doing it."

"I do not read English, and there's not many places to buy Spanish literature, so I really look forward to "La Puerta" (BEP newsletter.)

"I think the idea (Bilingual Education Program) is tremendous. My little girl (1st grader) shows an eagerness to talk about school, the new words she's learning in Spanish."

"I hope my son will grow up to be a very important man some day, and that's when he will really appreciate that learning both languages was not a waste of time. I enjoy the Parent Circle discussions, the exchanging of ideas with other parents, learning of different activities in school, etc."

"I am just overwhelmed with the learning that goes on in the bilingual classes. I have a child in Kindergarten and one at Crockett Elem. You really have to visit in the classroom to know what bilingual education really offers."

Comments from Teachers

"I know about a fourth of my students (1st grade) wouldn't have made it this year, had we not had the bilingual program."

"I like what I'm doing. I know the program is doing a lot of good. The other day some of my children were having problems grasping a particular math concept, and so I told Mrs. X (team-teacher) to explain the concept to them in Spanish. It was terrific. Those kids understood."

Comments from Coordinator

(Appeared in "La Puerta", BEP newsletter)

SOME BENEFITS OF OUR BILINGUAL PROGRAM

Our bilingual program in San Marcos has been, is being, and will continue to be of great benefit to numerous school children, to parents, to better understanding within our community, and to the broadening and preservation of culture.

The child who has begun school in the bilingual program and who comes from a home environment where Spanish is the dominant language has already received some benefit. He has been spared the initial trauma (which so many of his friends suffer) of suddenly finding himself in a sea of unfamiliar sounds, and feeling insecure and quite alone in a critical stage of his life. He has been spared the many successive crushing feelings of inadequacy and failure caused by the language barrier. He is now more likely to experience success at school, establish competency, and develop pride and interest in his schoolwork.

In some cases, the parents of this child learn English through hir and feel proud that he is reviving an interest in the rich Mexican aspect of their culture.

This child's counterpart, i.e., the child who is in the bilingual program and who comes from a home environment where English is the dominant language, is also receiving benefits from the program.

At an early age, when prejudices have not yet taken root, he is learning about other peoples' life-style, customs, and language. Day by day, week after week, he slowly broadens his cultural world, opening new channels of communication with the Spanish-speaking world about him.

In several cases, this child's parents learn Spanish through him and look forward to better communication between them and their Spanish-speaking friends. Eventually, we feel, a greater understanding will exist between the Spanish-speaking and English-speaking elements of our society.

We feel that the Spanish language, perhaps the most eloquent manifestation of the Mexican culture, will continue to enrich our multicultural American lives.

Recommendations

1. The superintendent should keep his principals apprised of the continuing need to keep the pupil dropout-of-the-program rate as low as possible by retaining pupils in the program, once they have begun it.

2. The superintendent should keep the personnel director apprised of the continuing need for recruitment of bilingual teachers.

3. The coordinator should work with principals to ensure an adequate amount of time in both classrooms for the Spanish-language teacher in a team-teaching situation. At least two hours is recommended, especially on lower grade levels.

4. The coordinator should emphasize for teachers the immense need for concentration on concept development in both languages.

5. The coordinator should emphasize to teachers the importance of spending less time on phonics, spelling, and sound discrimination and more time on reading comprehension in both English and Spanish language arts.

6. The coordinator should see that cuadernos are not issued for pupil use and for teacher use only in remedial measures beyond the second grade level--in order to reduce the excessive amount of time devoted to sound discrimination and phonics in Spanish language arts.

7. The coordinator should take a careful look at all tables to find which teachers are weak in Spanish teaching and work with teachers to improve this aspect of the program in any necessary, whether it be further college coursework in Spanish and/or language teaching, or in-service training.

8. The coordinator should take a careful look at all tables which show comparative classroom performance. Teachers whose pupils did unusually well in specific areas could be consulted with in an effort to determine reasons for their expertise and to lead to a sharing of this expertise with their fellow teachers. Those teachers whose pupils performed poorly in specific areas should be counseled with, worked with closely, and possibly even directed to college coursework in an effort to alleviate their shortcomings.

Appendix

Organizational Chart

Peabody Spanish Version - Form A

Peabody Spanish Version - Form B

Local BEP Test - English Version

Local BEP Test - Spanish Version

Inferred Self-Concept Scale (copyrighted material deleted) see p. 31.

Allocation of Time Form

Checklist for Classroom Observations

Checklist for Language-Teaching

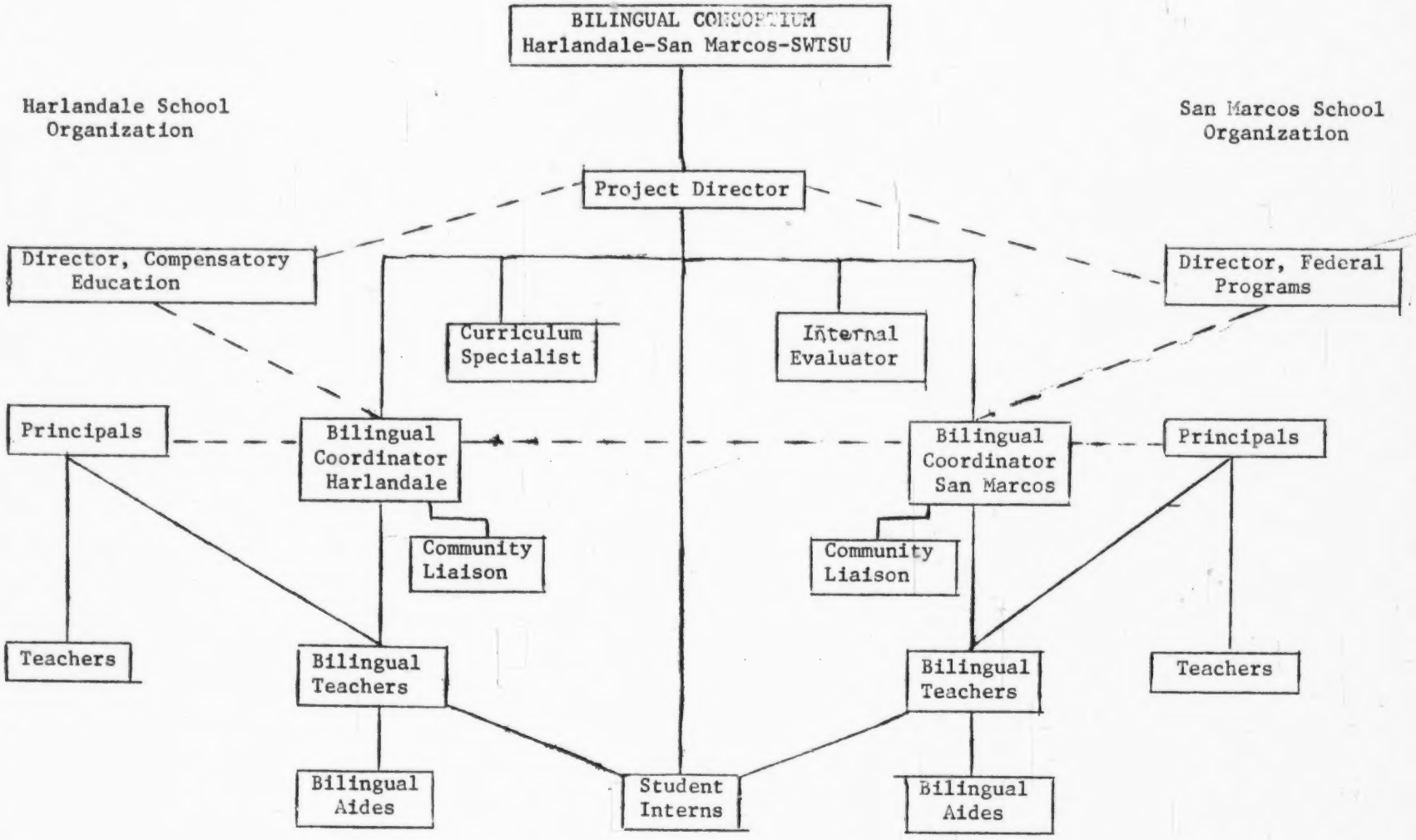
Teacher Evaluation Form

Aide Evaluation Form

Teacher Self-Evaluation Form for Viewing Videotape

Feedback Matrix for Verbal Interaction Analysis

Newsletter Questionnaire


BILINGUAL CONSORTIUM
Harlandale-San Marcos-SWTSU
Harlandale School Organization
San Marcos School Organization
Project Director
Director, Compensatory Education
Director, Federal Programs
Curriculum Specialist
Internal Evaluator
Principals
Bilingual Coordinator Harlandale
Bilingual Coordinator San Marcos
Principals
Community Liaison
Community Liaison
Teachers
Bilingual Teachers
Bilingual Teachers
Teachers
Bilingual Aides
Student Interns
Bilingual Aides

Spanish Versions of

Peabody Spanish Version - Form A

Peabody Spanish Version - Form B

Available From:

Bilingual Education Program
Southwest Texas State University
San Marcos, Texas 78666

512/392-4905

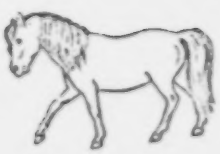
BILINGUAL EDUCATION PROGRAM

Harlandale-San Marcos-Southwest Texas State University

EVALUATION INSTRUMENT
FOR GRADES 1-4

Sample Problem:

In the kitchen we find



Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

EVALUATION INSTRUMENT

FOR GRADES 1-4

Sample Problem:

In the kitchen we find

Pupil_____ Teacher_____

Grade_____ School_____ Date_____

NUMBER OF QUESTIONS ANSWERED CORRECTLY

Social studies _____

Health/Science/Safety _____

Developed by a Group of Teachers from the Bilingual Education Program in Harlandale Independent School District, San Antonio, Texas

SOCIAL STUDIES (FIRST GRADE)

1) American flag

2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

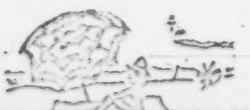
5) In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal

7) Christmas

8) Texas

9) Winter



2) Mexican flag

3) Who brings the letters? ☐ milkman ☐ police man ☐ mailman

4) In the school room we find ☐ bus ☐ crayons ☐ trees

5) In the morning we say ☐ Good night ☐ Good day ☐ Good morning

6) Farm animal

7) Christmas

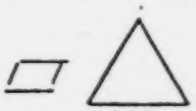
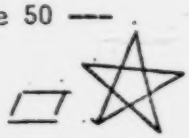
8) Texas

9) Winter

10) Zoo animals

SOCIAL STUDIES (SECOND GRADE)

1) On the American Flag we see 50 ---

2) Thanksgiving

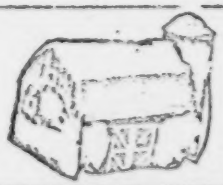
3) Made of corn

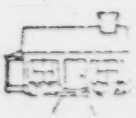
4) It has wheels

5) Oldest in the family

6) On a tree

7) The barn





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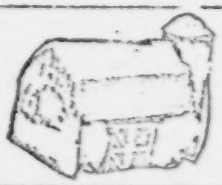
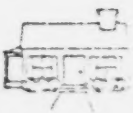
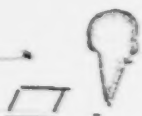


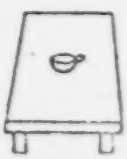


8) Circus animal

9) A good breakfast



10) We find books in



SOCIAL STUDIES (THIRD GRADE)

1) In the United States, there are how many states?

☐ 30 ☐ 50 ☐ 45

2) The capitol of Mexico is --

☐ Washington, D. C. ☐ Austin ☐ Mexico City

3) Earth is a ---

☐ moon ☐ star ☐ planet

4) The first man to step on the moon was -

☐ Michael Collins ☐ Neil Armstrong ☐ Edwin Aldrin

5) The capital of Texas is ---

☐ San Antonio ☐ Dallas ☐ Austin

6) The first Mexican was ---

☐ Indian ☐ Spanish ☐ French

7) When the Eskimos gave something they had for something they wanted, they were --

☐ buying ☐ trading ☐ taking

8) The Pilgrims came to America to find --

☐ food ☐ happiness ☐ homes

2) The capitol of Mexico is --

☐ Washington, D. C. ☐ Austin ☐ Mexico City

---

3) Earth is a --

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---

8) The Pilgrims came to America to find --

☐ food ☐ happiness ☐ homes

---

9) Eskimos wear boots called --

☐ caps ☐ shoes ☐ mukluks

---

10) Most regions of the earth have seasons because the earth is --

☐ round ☐ tilted ☐ static

SOCIAL STUDIES (FOURTH GRADE)

1) The border between Texas and Mexico is formed by --

☐ mountains ☐ the Rio Grande River ☐ The Gulf of Mexico

2) The Texas motto is --

☐ friendship ☐ peace ☐ love

3) The center of our solar system is the --

☐ moon ☐ Earth ☐ sun

4) One of the last tribes to arrive in Mexico were the --

☐ Tejas Indians ☐ Maya Indians ☐ Aztec Indians

5) A well-known Mexican-American golfer is --

☐ Lee Treviño ☐ Pancho Gonzales ☐ Henry Guerra

6) The largest group to which people belong is a --

☐ club ☐ society ☐ community

7) Throughout the 13 colonies, most of the settlers learned to be --

☐ farmers ☐ tailors ☐ salesmen

☐ ...ountains ☐ the Rio Grande River ☐ The Gulf of Mexico

2) The Texas motto is --

☐ friendship ☐ peace ☐ love

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7) Throughout the 13 colonies, most of the settlers learned to be --

☐ farmers ☐ tailors ☐ salesmen

8) The thin layer of soil on top of the ground is called --

☐ subsoil ☐ topsoil ☐ loam

9) Migrant laborers are workers who --

☐ travel ☐ stay in one place ☐ work in factories

10) Using soil wisely, so that it does not wear out is called --

☐ planting ☐ landscaping ☐ conservation

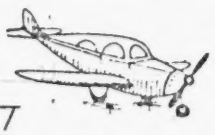
HEALTH / SCIENCE / SAFETY (FIRST GRADE)

1) Vegetable

2) Fruit

3) Milk

4) This helps us to stay clean



5) Cold

6) Earth

7) It can fly

8) Living things

2) Fruit

3) Milk

4) This helps us to stay clean

5) Cold

6) Earth

7) It can fly

8) Living things

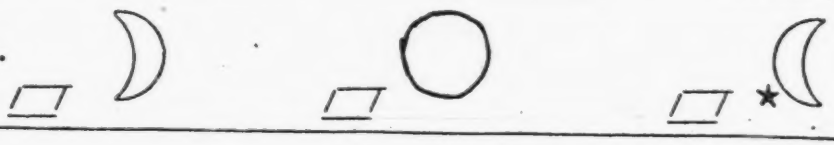
9) In the water we find

10) When the traffic light is red - it means to ---

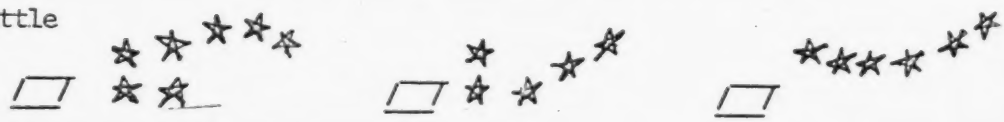
☐ go ☐ stop ☐ wait

HEALTH / SCIENCE / SAFETY (SECOND GRADE)

1) This is a full moon.

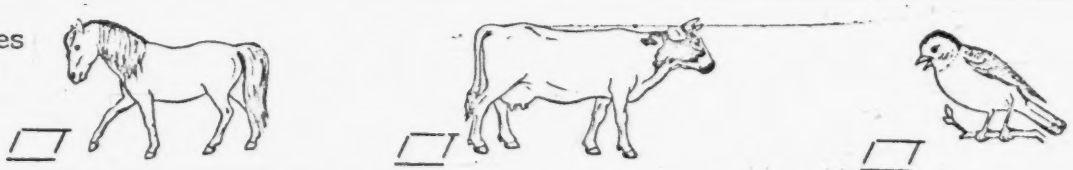


2) This is the little dipper.

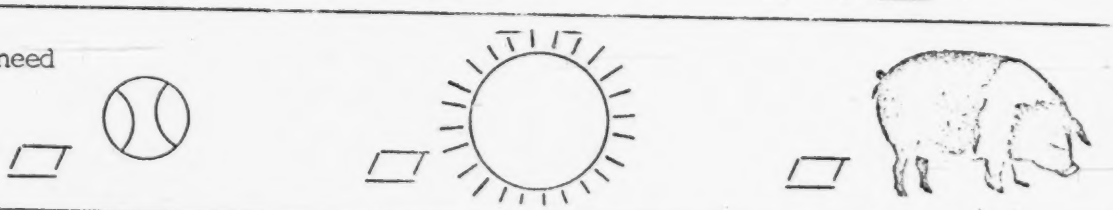


3) This is the shape of the earth.

4) This gives us milk.



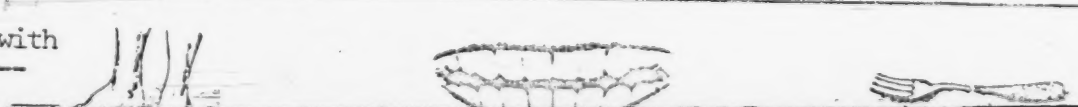
5) Plants need



6) It is the Fall Season.

7) Jack is sick. He needs a ---

8) We chew with this ---



2) This is the little dipper.

3) This is the shape of the earth.

4) This gives us milk.

5) Plants need

6) It is the Fall Season.

7) Jack is sick. He needs a ---

8) We chew with this ---

9) The right way to ride a scooter.

10) Before we eat, we wash our ---

NATURAL SCIENCE / HEALTH / SAFETY (THIRD GRADE)

1) _____ move the body.

☐ Muscles ☐ Skin ☐ Hair

2) The _____ moves blood through the body.

☐ heart ☐ brain ☐ lung

3) A bicycle should be ridden in the _____.

☐ house ☐ sidewalk ☐ school room

4) To keep from getting a cavity we should _____.

☐ comb our hair ☐ brush our teeth ☐ take a bath

5) An animal that lives on land and water is a _____.

☐ spider ☐ frog ☐ cove

6) The stem, root, and leaf are parts of a _____.

☐ plant ☐ animal ☐ building

7) One of the 5 senses is _____.

☐ smell ☐ seeds ☐ elk

2) The _____ moves blood through the body.

☐ heart ☐ brain ☐ lung

3) A bicycle should be ridden in the _____.

☐ house ☐ sidewalk ☐ school room

4) To keep from getting a cavity we should _____.

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6) The stem, root, and leaf are parts of a _____.

☐ plant ☐ animal ☐ building

7) One of the 5 senses is _____.

☐ smell ☐ seeds ☐ elk

8) Oxygen is a _____.

☐ gas ☐ solid ☐ liquid

9) The cactus is found in the _____.

☐ desert ☐ water ☐ Arctic

10) A shark lives in the _____.

☐ ocean ☐ desert ☐ mountains

HEALTH/SCIENCE/SAFETY (FOURTH GRADE)

1) Animals which have a backbone are --

☐ vertebrates ☐ invertebrates ☐ insects

2) Of the following, only one is not a living thing. It is the --

☐ violet ☐ frog ☐ sugar cube

3) Conifers are plants which have --

☐ large leaves ☐ cones ☐ large trunk

4) If a vertebrate has hair, it must be --

☐ an amphibian ☐ a mammal ☐ a fish

5) Scientists who study the earth are called --

☐ biologists ☐ astronomers ☐ geologists

6) The planet closest to the sun is ---

☐ Venus ☐ Mercury ☐ Earth

7) When matter changes from solid to liquid, it

☐ condenses ☐ boils ☐ melts

8) It is

2) Of the following, only one is not a living thing. It is the --

☐ violet ☐ frog ☐ sugar cube

3) Conifers are plants which have --

☐ large leaves ☐ cones ☐ large trunk

4) If a vertebrate has hair, it must be --

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☐ Venus ☐ Mercury ☐ Earth

7) When matter changes from solid to liquid, it

☐ condenses ☐ boils ☐ melts

8) It is important to wash the skin around a cut or scratch to prevent --

☐ immunity ☐ infection ☐ antibodies

9) The entire body is protected by an outer cover of --

☐ skin ☐ fat ☐ nerves

10) Five safeguards against injury which the body uses are --

☐ The antibodies ☐ vaccines ☐ the sense organs

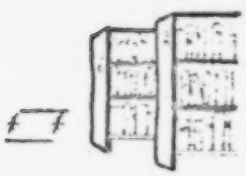
EL PROGRAMA DE EDUCACIÓN BILINGÜE

Harlandale-San Marcos-Southwest Texas State University

INSTRUMENTO DE VALORACIÓN
PARA LOS GRADOS 1-4

El problema de ejemplo:

En la cocina encontramos ---



Alumno,-a_____ Maestro,-a_____

Grado_____ Escuela_____ Fecha_____

NÚMERO DE PREGUNTAS CONTESTADAS CORRECTAMENTE

Estudios sociales _____

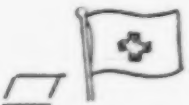
Ciencias naturales _____

Compuesto por representantes del grupo de maestros del
Districto Harlandale del programa de educación bilingüe

ESTUDIOS SOCIALES (PRIMER GRADO)

1)La bandera americana.

2) La bandera mexicana.



3) ¿Quién entrega las cartas? ☐ lechero ☐ policía ☐ cartero

4) En la sala de clase encontramos -- ☐ autobús ☐ árboles ☐ colores

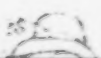
5) Por la mañana decimos ☐ buenos días ☐ buenas noches ☐ buenas tarde

6) Animal de la granja

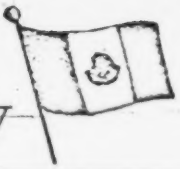
7) La Navidad

8) Texas

9)Invierno



2) La bandera mexicana.



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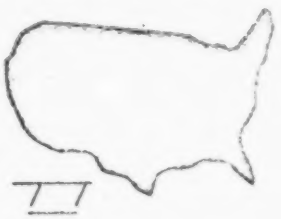
6) Animal de la granja

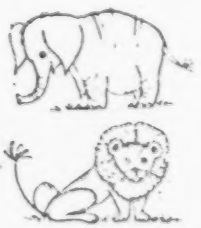
7) La Navidad

8) Texas



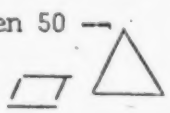
9)Invierno

10) Animales del zoológico.



ESTUDIOS SOCIALES (SEGUNDO GRADO)

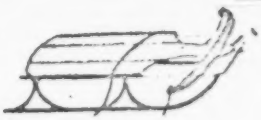
1) En la bandera americana se ven 50 --



2) El día de dar gracias --

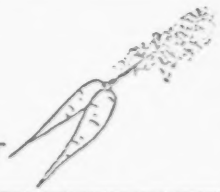
3) Hechas de maíz.

4) Esto tiene ruedas.

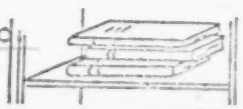
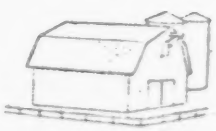


5) El mayor de la familia.

6) Se encuentra en árbol.



7) El granero

8) Animal del circo.

2) El día de dar gracias --

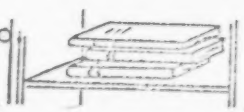
3) Hechas de maíz.

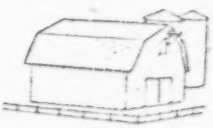
4) Esto tiene ruedas.

5) El mayor de la familia.

6) Se encuentra en árbol.

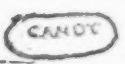
7) El granero



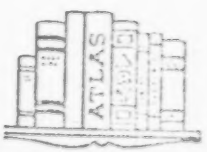


8) Animal del circo.

9) Un buen almuerzo.



10) Encontramos libros en



ESTUDIOS SOCIALES (TERCER GRADO)

1) En los Estados Unidos, ¿cuántos estados hay?

☐ 30 ☐ 50 ☐ 45

2) La capital de Méjico es

☐ Washington, D.C. ☐ Austin ☐ Méjico, D.F.

3) La tierra es

☐ luna ☐ estrella ☐ planeta

4) El primer hombre que anduvo en la luna fué

☐ Michael Collins ☐ Neil Armstrong ☐ Edwin Aldrin

5) La capital de Tejas es

☐ San Antonio ☐ Dallas ☐ Austin

6) El primer mejicano era

☐ indio ☐ español ☐ francés

7) Cuando los esquimales daban algo que tenían por algo que querían, estaban

☐ comprando ☐ traficando ☐ cogiendo

8) Los peregrinos vinieron a América para adquirir

☐ comida ☐ alegría ☐ hogares

2) La capital de Méjico es

/ / Washington, D.C. / / Austin / / Méjico, D.F.

3) La tierra es

/ / luna / / estrella / / planeta

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/ / comprando / / traficando / / cogiendo

8) Los peregrinos vinieron a América para adquirir

/ / comida / / alegría / / hogares

9) Los esquimales llevan botas que se llaman

/ / mocasines / / zapatos / / mukluks

10) Muchas regiones de la tierra tienen estaciones porque la tierra es

/ / redondada / / inclinada / / estática

ESTUDIOS SOCIALES (CUARTO GRADO)

1) La frontera entre Tejas y Méjico está formada por

☐ montañas ☐ el Río Grande ☐ el Golfo de Méjico

2) La divisa (motto) de Tejas es

☐ amistad ☐ paz ☐ amor

3) El centro de nuest sistema solar es

☐ la luna ☐ la tierra ☐ el sol

4) Una de las últimas tribus indias que llegaron a Méjico fueron

☐ los mayas ☐ los aztecas ☐ los tejas

5) Un golfero mejicano-americano bien conocido es

☐ Lee Treviño ☐ Pancho Gonzalez ☐ Henry Guerra

6) El grupo más grande a que la gente pertenece es

☐ un club ☐ una sociedad ☐ una comunidad

7) En las 13 colonias muchos colonos aprendiar a ser

☐ agricultores ☐ sastres ☐ vendedores

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☐ un club ☐ una sociedad ☐ una comunidad

7) En las 13 colonias muchos colonos aprendiar a ser

☐ agricultores ☐ sastres ☐ vendedores

8) Labradores migratorios son trabajadores que

☐ viajan ☐ se quedan en un lugar ☐ trabajan en fábricas

9) Usar el suelo con sabiduría para que no se gaste se llama

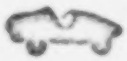
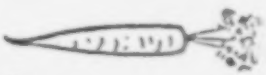
☐ plantar ☐ desmontar ☐ conservar

10) La cubierta delgada del terreno se llama

☐ subsuelo ☐ suelo ☐ barro

CIENCIAS NATURALES (PRIMER GRADO)

1) Verdura

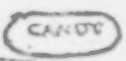



2) Fruta

3) Leche

4) Nos ayuda estar limpios

5) Está frío.



6) La tierra

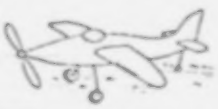
7) Puede volar.

8) Seres vivos.

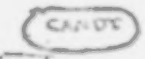
2) Fruta

3) Leche

4) Nos ayuda estar limpios



5) Está frío.



6) La tierra

7) Puede volar.

8) Seres vivos.

9) En el agua hay --

10) Cuándo la luz está roja, quiere decir ---

☐ adelante ☐ alto ☐ corre

CIENCIAS NATURALES (SEGUNDO GRADO)

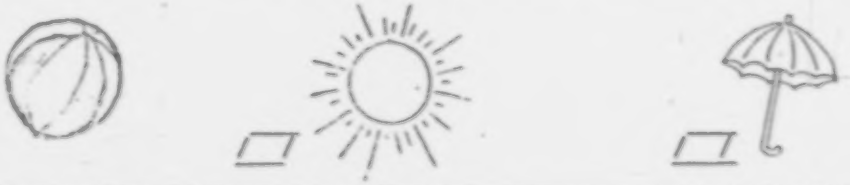
1) La luna llena.

2) Ursa menor.

3) Forma del mundo.

4) Esta nos da leche.

5) Las matas necesitan esto.



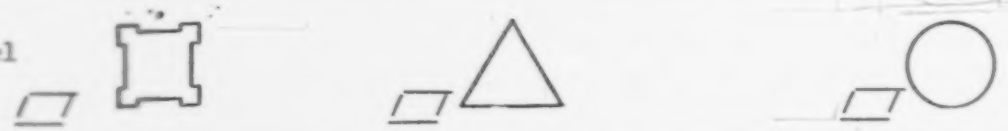
6) Jack está enfermo El necesita un --

7) Masticamos con esto.

8) El modo correcto de pasear en bicicleta.

2) Ursa menor.

3) Forma del mundo.



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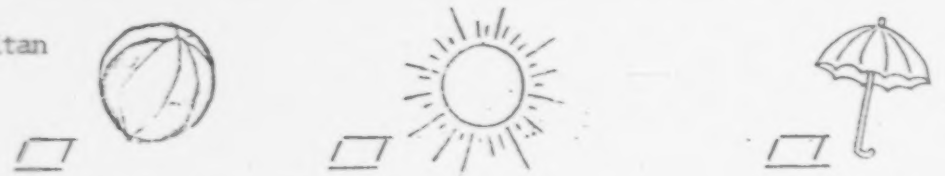

6) Jack está enfermo El necesita un --

7) Masticamos con esto.

8) El modo correcto de pasear en bicicleta.

9) Antes de comer nos lavamos las ---

10) Es la estación de otoño.

CIENCIAS/SALUBRIDAD/SEGURIDAD (TERCER GRADO)

1) _____ mueven el cuerpo.

☐ Los músculos ☐ La piel ☐ El pelo

2) _____ mueve la sangre por el cuerpo.

☐ El corazón ☐ El seso ☐ El pulmón

3) Una bicicleta se debe manejar en la _____.

☐ casa ☐ banqueta ☐ sala de clase

4) Para tener buenos dientes debe_____.

☐ peinarse ☐ cepillarse los dientes ☐ bañarse

5) Un animal que vive en tierra y agua es una _____

☐ araña ☐ rana ☐ paloma

6) El tronco, la raíz, y la hoja son partes de _____.

☐ la planta ☐ un animal ☐ un edificio

7) Uno de los cinco sentidos es _____.

☐ oler ☐ semilla ☐ anta

8) Oxígeno es _____.

☐ gas ☐ sólido ☐ líquido

2) _____ mueve la sangre por el cuerpo.

☐ El corazón ☐ El seso ☐ El pulmón

3) Una bicicleta se debe manejar en la _____.

☐ casa ☐ banqueta ☐ sala de clase

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☐ la planta ☐ un animal ☐ un edificio

7) Uno de los cinco sentidos es _____.

☐ oler ☐ semilla ☐ anta

8) Oxígeno es _____.

☐ gas ☐ sólido ☐ líquido

9) El nopal se encuentra en _____.

☐ el desierto ☐ el agua ☐ el ártico

10) El tiburón vive en _____.

☐ el océano ☐ el desierto ☐ la montaña

CIENCIAS/SALUBRIDAD/SEGURIDAD (CUARTO GRADO)

---

1) Animales que tienen espinazo son

/__/ vertebrados /__/ invertebrados /__/ insectos

---

2) Una cosa de las siguientes no es viva. Es

/__/ la violeta /__/ la rana /__/ el azucar

---

3) Coníferos son matas que tienen

/__/ hojas grandes /__/ conos /__/ troncos grandes

---

4) Un vertebrado que tiene pelo es

/__/ un anfibio /__/ un mamífero /__/ un pez

---

5) Los hombres de ciencia que estudian la tierra se llaman

/__/ biólogos /__/ astrónomos /__/ geólogos

---

6) El planeta más cerca al sol es

/__/ Venus /__/ Mercurio /__/ Tierra

---

7) Cuando la mateira se cambia de sólido a líquido,

/__/ vaporiza /__/ se liquida /__/ hierve

---

8) Es importante que se lave la piel alrededor de una cortadura o un rasguño

2) Una cosa de las siguientes no es viva. Es

/ / la violeta / / la rana / / el azucar

3) Coníferos son matas que tienen

/ / hojas grandes / / conos / / troncos grandes

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/ / vaporiza / / se liquida / / hierve

8) Es importante que se lave la piel alrededor de una cortadura o un rasguño para prevenir

/ / immunidad / / infección / / esterilización

9) El cuerpo entero se protege por una cubierta externa de

/ / piel / / huesos / / nervios

10) Cinco protecciones que usa el cuerpo contra una herida son

/ / los microbios / / las vacunas / / los sentidos

CIENCIAS/SALUBRIDAD/SEGURIDAD (CUARTO GRADO)

1) Animales que tienen espinazo son

/__/ vertebrados /__/ invertebrados /__/ insectos

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/__/ vertebrados /__/ invertebrados /__/ insectos

---

2) Una cosa de las siguientes no es viva. Es . . . . . .

/__/ la violeta /__/ la rana /__/ el azucar

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3) Coníferos son matas que tienen

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8) Es importante que se lave la piel alrededor de una cortadura o un rasguño para prevenir

/__/ immunidad /__/ infección /__/ esterilización

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---

10) Cinco protecciones que usa el cuerpo contra una herida son

/__/ los microbios /__/ las vacunas /__/ los sentidos

ALLOCATION OF TIME

TEACHER_____ GRADE____ SCHOOL_____ DATE_____

ESL

Minutes Spent

_____ Listening comprehension
_____ Oral-aural discrimination.
_____ Oral morphology drills.
_____ Oral syntax drills.
_____ Vocabulary and concept building.
_____ Phonics.
_____ Reading comprehension.
_____ Handwriting.
_____ Spelling.
_____ Grammar.
_____ Mechanics of form.
_____ Creative writing.
_____ Public speaking

SPANISH

Minutes Spent

_____ Listening comprehension
_____ Oral-aural discrimination.
_____ Oral morphology drills.
_____ Oral syntax drills.
_____ Vocabulary and concept building.
_____ Phonics.
_____ Reading comprehension
_____ Handwriting.
_____ Spelling
_____ Grammar.
_____ Mechanics of form.
_____ Creative writing.
_____ Public speaking

SOCIAL STUDIES

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

MATH

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

SCIENCE

Minutes Spent

_____ 1. English.

_____ 2. Spanish.

TOTAL TIME SPENT IN CLASSROOM _____

_____
Coordinator or Curriculum Specialist

SUPERVISOR'S CHECKLIST FOR CLASSROOM OBSERVATIONS

Teacher_____ Grade_____ School_____

1. Positive rapport existed between teacher, aide, and supervisory staff.

2. The classroom was attractively and efficiently organized with displays which were relevant for BEP pupil needs.

3. The teacher's spoken language presented an excellent standard for the pupils.

4. The teacher's written language presented an excellent standard for the pupils.

5. Adequate classroom discipline for effective teaching was maintained.

6. Teacher demonstrated patience with and acceptance of <u>all</u> pupils.

7. Opportunity for student initiative was provided.

8. Teacher used small group instruction for individualizing instruction in content areas.

9. There was a lesson plan available with specific objectives defined.

10. The pupils understood the objectives of the activity.

11. Activities were relevant to objectives.

12. The major verbal categories used were commensurate with the objectives for the lesson.

13. The teacher used more indirect_____ influence.

direct _____

14. The planned objectives were accomplished.

ADDITIONAL CHECKLIST FOR A LANGUAGE-TEACHING LESSON

15. Visual aids were well prepared, appropriate, and effective.

16. The teacher understood the basic types of drills and executed them skillfully.

17. The teaching was indirect with few direct explanations.

18. The pupils were doing the speaking as much of the time as possible.

19. The pace was rapid and lively, keeping the interest of the students.

20. The teacher varied the routine often enough to avoid boredom but not so often as to prevent real learning.

21. The teacher really listened to the pupil responses and corrected them tactfully and effectively; he praised as well as corrected.

BILINGUAL EDUCATION PROGRAM

Teacher Rating Form

Teacher_____ School_____ Date_____

Rating Scale

Key for Rating Scale

1. Unacceptable. Denotes poor, inadequate, inferior qualities. Consistently low standards.

2. Below Average. Denotes occasionally substandard qualities, but potential for improvement is evident.

3. Average. Denotes satisfactory performance and occasionally high standards.

4. Above average. Denotes desirable qualities and often high standards.

5. Superior. Denotes excellent, exceptional, and outstanding qualities; consistently high standards.

To what extent does this teacher (or for self-evaluation: To what extent do I:)

_____ 1. Demonstrate understanding of e goals and procedures of the Bilingual Program in conversing with school personnel and parents?

_____ 2. Demonstrate a professional attitude toward teaching in the Bilingual Program by willingness to attend inservice training and other necessary school functions?

_____ 3. Demonstrate cooperation with coordinators and other supervisory personnel of the Bilingual Program by attempting to follow suggestions and responding promptly to requests?

_____ 4. Demonstrate cooperation with team teacher by coordinating lesson plans, making concessions when needed, and utilizing tact and discretion when speaking of team teacher?*

_____ 5. Utilize the time and services of the teacher's aide in accordance with project guidelines?

_____ 6. Maintain a neat and attractive classroom with displays which are relevant for Bilingual Education pupil needs?

_____ 7. Effectively aid Mexican-American pupils in the development of positive self-concepts by discussing sympathetically their culture and heritage and conversing casually with them (in Spanish, if possible)?

_____ 8. Demonstrate patience with and acceptance of all pupils?

_____ 9. Use accurate oral English in the classroom?*

*(In the case of team-teaching) disregard this question if not applicable.

_____10. Use accurate written English in the classroom?*

_____11. Use accurate oral Spanish in the classroom?*

_____12. Use accurate written Spanish in the classroom?*

_____13. Encourage students to bring materials for instruction from outside the classroom?

_____14. Utilize basal textbooks or primary teaching materials?

_____15. Utilize supplementary instructional materials?

_____16. Provide opportunities for pupil initiative?

_____17. Individualize instruction in content areas by grouping?

_____18. Plan lessons with objectives and appropriate methods for accomplishing these in mind?

_____19. Teach English as a second language according to the objectives of the Bilingual Education Program?*

_____20. Teach Spanish language arts according to the objectives of the Bilingual Education Program?*

_____21. Teach Spanish as a second language according to the objectives of the Bilingual Education Program?*

_____22. Teach math according to the objectives of the Bilingual Education Program?

_____23. Teach social studies according to the objectives of the Bilingual Education Program?

_____24. Maintain adequate classroom discipline for effective teaching?_____ If not, why?

*In the case of team-teaching disregard this question if not applicable.

EVALUATION OF BILINGUAL AIDE

(To Be Completed By Teachers And Coordinator)

Teacher Aide_____ Date_____
(Name)

Please assign the appropriate rating which you feel most nearly represents the characteristics and/or job performance of the person named above.

KEY FOR RATING

1. Unacceptable 2. Below Average 3. Average 4. Above Average 5.Superior

_____ GENERAL APPEARANCE: Acceptable, attractive, neat
_____ PHYSICAL FITNESS: Free from chronic ailments
_____ PERSONALITY: Wholesome, pleasing
_____ SOCIAL QUALITIES: Evidence of social maturity
_____ CHARACTER: Evidence of strength
_____ ETHICS: Professional relationships
_____ EMOTIONAL STABILITY: Self-control
_____ CITIZENSHIP: Community and personal standing
_____ USE OF ENGLISH: Acceptable in conversation
_____ USE OF SPANISH: Acceptable in conversation
_____ INTELLECTUAL CAPACITY: Alert, responsive, adequate
_____ ATTITUDE TOWARD CHILDREN: Recognize their needs

TO WHAT EXTENT DOES THE AIDE:

_____ Assist in group instruction?
_____ Assist in reproduction of instructional materials?
_____ Assist in individual tutoring of children?
_____ Assist in translating from English to Spanish?
_____ Assist in handling the children's personal problems?
_____ Help interpret the program to the Mexican-American community?

MAJOR STRENGTHS:_____

_____

_____

_____

MAJOR WEAKNESSES (Need for inservice training):_____

_____

_____

_____

_____
(Evaluating Teacher or Coordinator)

TEACHER SELF-APPRAISAL CHECKLIST
(for viewing videotape)

1. Did you have specific objectives in mind for the lesson videotaped?

2. Did you accomplish these objectives?

3. Were your hand gestures consistent with verbal categories used?

4. Were your facial expressions consistent with verbal categories used?

5. Was your voice (intonation, etc.) consistent with verbal categories used?

6. Was your posture or physical movement consistent with verbal categories used?

7. Are there any verbal or nonverbal habits?

8. Are there particular students to whom you react positively?

9. Are there particular students to whom you react negatively?

10. Do you tend to evaluate or react nonevaluatively to student responses?

11. Do you tend to look for "a certain answer" when calling upon students?

12. Identify the category you used most frequently during the lesson.

13. Identify the verbal pattern used most frequently during the lesson (5-4-8, etc.)

14. Are there certain activities you favor?

15. Are there certain activities you dislike?

Teacher_____ Grade_____ School_____

Subject_____ New Materials_____
Review_____

Objectives_____ Method(s)_____
Intended_____

FEEDBACK MATRIX

	1	2	3	4	5	6	7	8	9	10	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											Matrix Total
Total											

Teacher Talk_____%

Pupil Talk_____%

Silence/Confusion_____%

Teacher Talk

Indirect_____ Direct_____

Rev. Ind._____ Rev.Dir._____

Ext.Ind._____ Ext.Dir._____

March 5, 1973

TO: Parents of children in the Bilingual Program

Please fill out the following questionnaire and return it to your child's teacher by Thursday, March 8, 1973.

1. Do you think the Bilingual Education Program has given your child more self-confidence?
   Yes_____ No_____
2. Does your child speak favorably of his bilingual classes?
   Yes_____ No_____
3. Is the Bilingual Education Program succeeding in making your child bilingual?
   Yes_____ No_____
4. Have you visited one of the bilingual classes?
   Yes_____ No_____
5. Do you think the Bilingual Education Program is a good idea?
   Yes_____ No_____

Favor de llenar este cuestionario y regresarlo a la maestra de du niño (niña) para el jueves 8 de marzo.

1. ¿Cree usted que el Programa Bilingüe le ha dado a su hijo una mayor confianza en sí mismo su hijo en la escuela?
   Sí_____ No_____
2. ¿Su hijo habla bien de sus clases para bilingües?
   Sí_____ No_____
3. ¿Ha ayudado el Programa Bilingüe en hacer bilingüe a su hijo?
   Sí_____ No_____
4. ¿Ha visitado usted una clase bilingüe?
   Sí_____ No_____
5. ¿Cree usted que el Programa Bilingüe es una buena idea?
   Sí_____ No_____